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ABSTRACT

This workbook is the first in a series of four student workbooks designed to prepare youth with the employability skills needed for the world of work. The four student workbooks contain all phases of employability skills in seven individual packages. This workbook on self-knowledge to help start a career includes two learning packages--one on career planning/self-perception and another on career planning/values. The writing, speech, and drama exercises are to be worked on privately, in class, or with friends and family. For many of the exercises, there are no right or wrong answers, only different ways of answering the same question. An added feature of the workbook is the key vocabulary words extracted from the text and repeated at the bottom of many of the pages. A bibliography is appended. (YLB)

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Getting your foot in the door

I. SELF-KNOWLEDGE TO HELP YOU START YOUR CAREER

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GETTING YOUR FOOT IN THE DOOR

EMPLOYABILITY SKILLS

Self - Knowledge to Help You Start Your Career

STUDENT WORKBOOK I

Table of Contents

Learning Package A

Career Planning: Self Perception 1

Learning Package B

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Acknowledgements

Several years ago, the participants in a work experience research project recognized the urgent need for schools to prepare youngsters with the employability skills needed for the world of work.

This project was under the direction of Vera Hannenberg, Director of Planning, Office of Occupational and Career Education, who was assisted by Fred Banes, Harriet Borenstein, John Brennan, Mary Cohen, Amy Downey, Joe Feld, Ida Shapiro, and May Shepard.

An experimental edition of employability skills, "Getting Your Foot in the Door," was coordinated by Stanley Barondes. Subsequently, the first edition of "Getting Your Foot in the Door" was developed by Marc Kaplan and Sherry Reiter under the coordination of Francine Vernon. Shirley Anderson, Carol Costello, Alexander Hamilton, Harriette Katz, Augusto Martinez, Diana Perez, Stanley Weinberg, and Sonja Woods prepared this material for printing. Christopher Hargett contributed the graphic art.

This current edition is made possible by the Chancellor's Office of the Board of Education, the City Council and the Educational Priorities Panel. Howard Greenberger is the Editor. Kenneth SL Brownlie is the Associate Editor. Peggy Barber prepared the manuscript for printing. Also assisting in the completion of this project were Richard Downey, Jack Gold, Marc Kaplan, and Cynthia J. Wilson. Betty Davis compiled the bibliography. Nancy Boyman implemented the production of the workbooks.

Through the years, many concerned individuals have contributed their time, talent and support to the development of this project. In behalf of the students in the New York City public schools, our gratitude is extended to all of these benefactors.

All versions of "Getting Your Foot in the Door" were finalized under the supervision of the Project Director, Juanita O. Ward.

How to Make this Workbook Work for You

This workbook is designed to provide you with winning strategies for success in your career. The exercises, though appearing to be serious or light-hearted games, are in reality tools for self-discovery.

To get the most from this workbook, you should respond to every writing, speech, or drama exercise by taking a position or selecting an answer, even when it is difficult for you to do so. In this way, you really know who you are, what you like, which would be the right career for you, and how to achieve success.

Some exercises will be worked on privately and others will be done in class or with friends and family. Often you will be involved with a group so that you can see the same question from another person's viewpoint.

For many of the exercises, there are no right or wrong answers, only different ways of answering the same question. By this method, the unique individual who is you will find self-expression that can be transferred to a job situation.

An added feature of this workbook of Employability Skills is the key vocabulary words extracted from the text and repeated at the bottom of many of the pages. If you are not familiar with the word, look it up in the dictionary. Write the word and definition in your own personal vocabulary list at the end of each package to help you become familiar with the language of the business community.

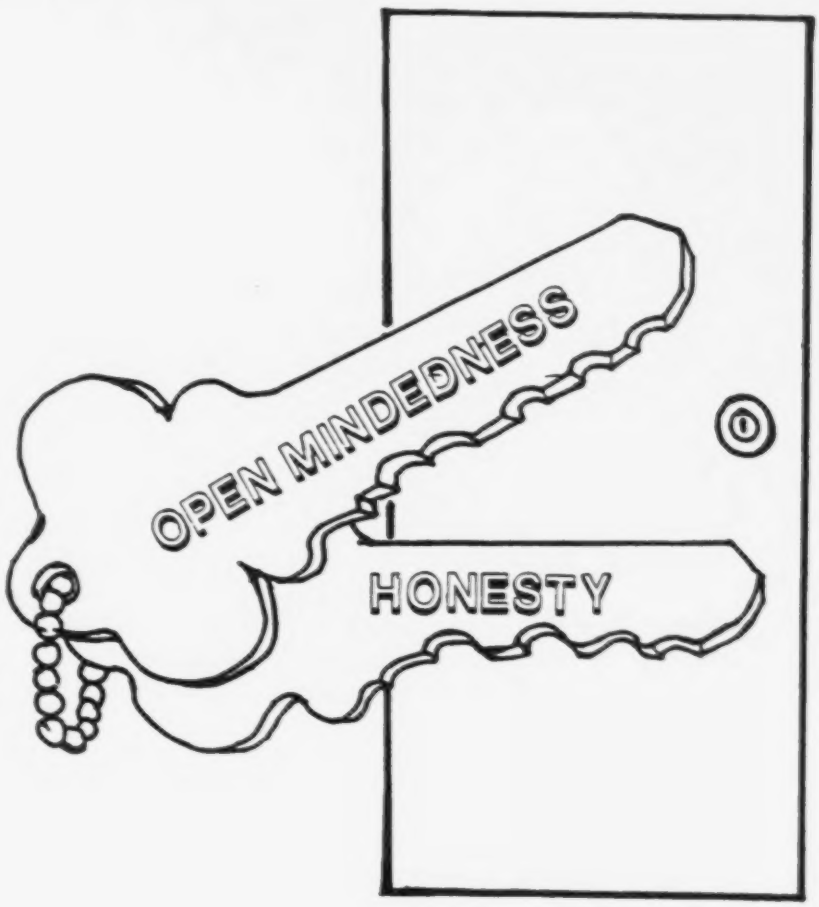
"Getting Your Foot in the Door" consists of four Student Workbooks containing all phases of Employability Skills in seven individual packages as follows:

Student Workbook I	SELF KNOWLEDGE TO HELP YOU START YOUR CAREER
Learning Package A:	Career Planning/Self-Perception
Learning Package B:	Career Planning/Values
Student Workbook II	FURTHER YOUR CAREER THROUGH COMMUNICATION AND DECISION-MAKING
Learning Package C:	Communication
Learning Package D:	Decision-Making
Student Workbook III	SKILLS FOR JOB-GETTING
Learning Package E:	Search, Application, and Interview
Student Workbook IV	OVERCOMING JOB PROBLEMS
Learning Package F:	Opening Closed Doors
Learning Package G:	Keeping a Job

Each of the Learning Packages represents one of the seven steps to the attainment of your career goal and may be used alone to introduce you to a specific aspect of the world of work.

INTRODUCTION: SELF - PERCEPTION

You are about to take that all-important first step toward the working world. What you get out of the career you are planning depends on how much of yourself you will give to it. That is why it is vital to know yourself right from the start. To help you acquire the Self-Perception you need for success is the aim of this initial Learning Package.



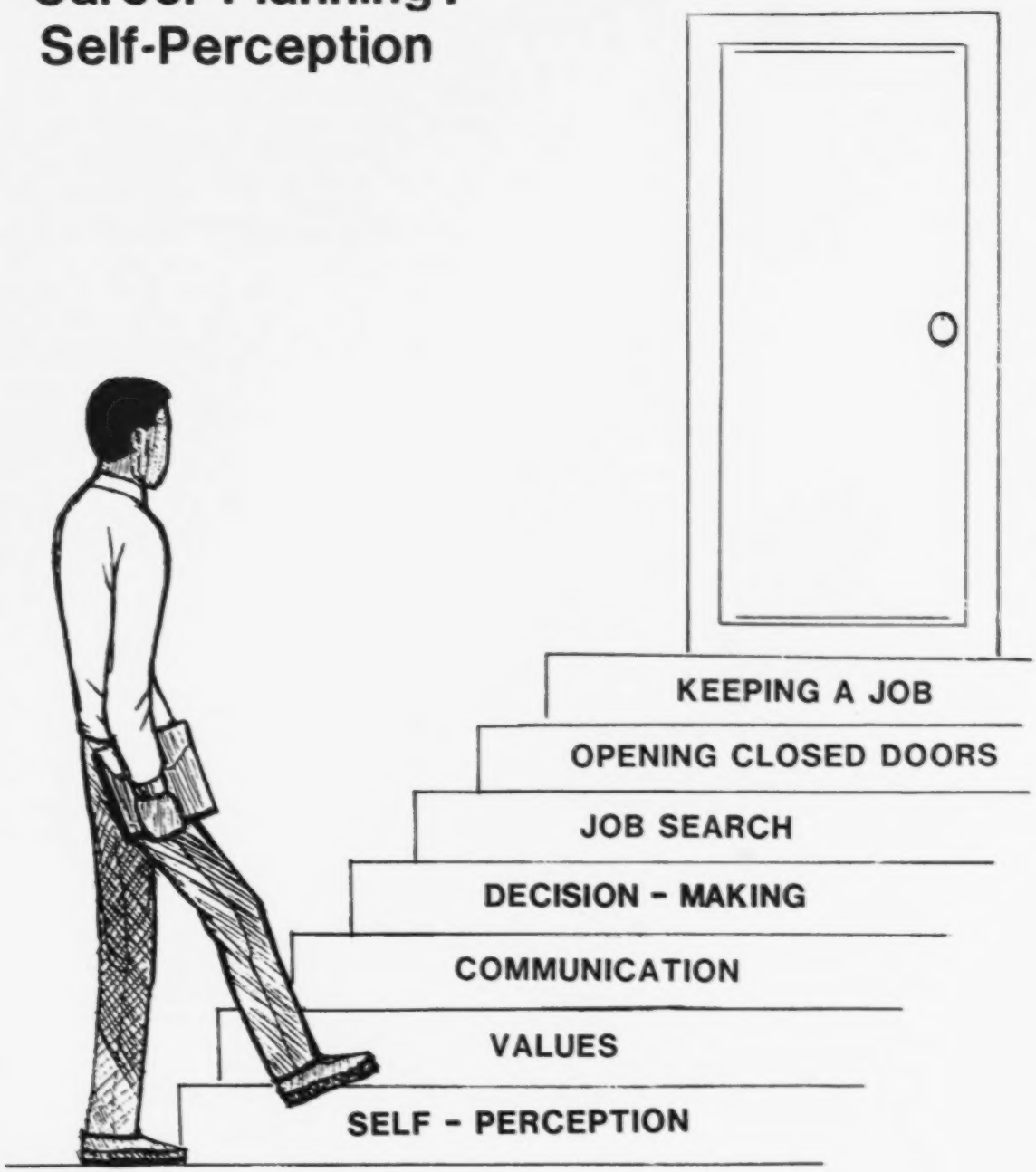
Through a series of self-awareness exercises, you will gain new insight into your real interests and abilities. At the end of this voyage of self-discovery, you may find your proper place in the world of work.

To fulfill your potential, IT IS IMPORTANT THAT YOU RESPOND AS HONESTLY AS POSSIBLE AND KEEP AN OPEN MIND. These are the keys that can open the door to the career that is RIGHT FOR YOU.

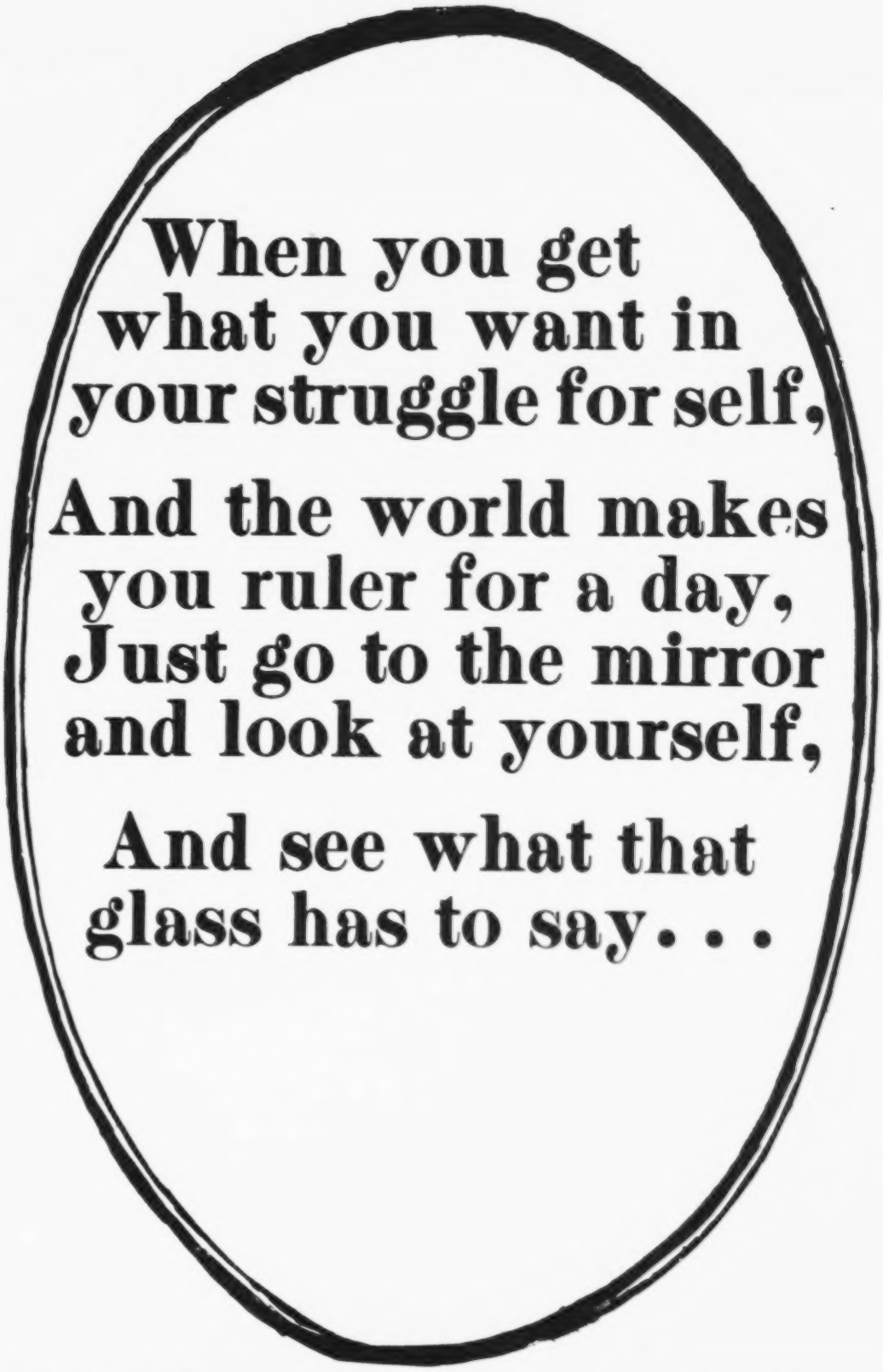
GETTING YOUR FOOT IN THE DOOR

LEARNING PACKAGE A

Career Planning: Self-Perception



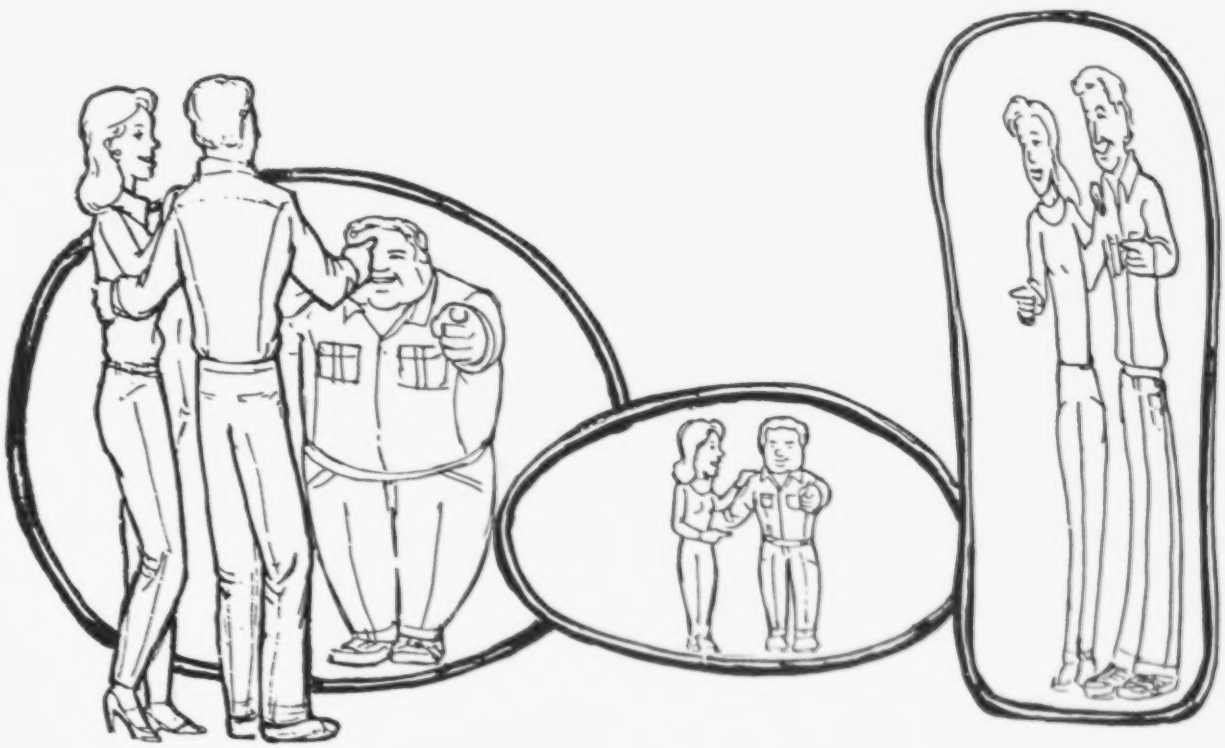
START BY TAKING A GOOD LOOK AT YOURSELF


When you get
what you want in
your struggle for self,
And the world makes
you ruler for a day,
Just go to the mirror
and look at yourself,
And see what that
glass has to say. . .

Reprinted with permission from Into the Woods and Other Favorite Verses, compiled by Daughters of St. Paul (Boston: St. Paul Editions, 1973).

Self - Image

In the next few pages, you are going to meet a very interesting person, someone you were conscious of for a long time, and probably, the human being with whom you are most concerned. You may not understand this person completely right now, but if you read the passages and do the exercises frankly, you will really come to know that individual. The person, of course, is YOU. Don't you think it's time you saw the real image of yourself? If you do not want to face the way you truly are, the image will be distorted like those in fun-house mirrors, and so may be your future.



The way you appear to others <u>does</u> affect the way they relate to you. On the other hand, your self-image, the way you see yourself, will affect every decision you make, both in your personal life and in your business life.

Self - Image : Part I

You In the Mirror

The way you view yourself throws off either a positive or negative message to everyone you meet. To see yourself with new eyes is the intention of this exercise.

At home, using a mirror, draw a self-portrait on this page. Look into the mirror and pretend you never saw this person before. What characteristics would you say this person has? List four qualities in the spaces provided below.

1. _____ 2. _____

3. _____ 4. _____

Put a star next to any quality you just realized you had.

Self - Image : Part II

The Dream Job

The inner self is the most mysterious part of you. The way we get to know who we are inside is through dreams and fantasies. In fantasy, we can realize our true hopes. This exercise will hold a mirror to your real ambitions so that you will get to know them better.

Directions: Close your eyes for a moment and imagine yourself ten years from now, in your "dream job." Keep that illusion of yourself in your mind when you open your eyes again to answer the following questions:

1. How were you dressed? _____

_____

2. What was the setting? _____

_____

3. What kind of work were you doing? _____

_____

4. What was your job title? (Make one up if necessary.) _____

_____

5. How did you feel about your work? _____

_____

6. What kind of qualities do you think your "dream job" demanded?

_____

_____

_____

Dreams like this can be an inspiration for your future, if you really want to make it so.

Self - Image : Part III

Fact or Fiction ?

To improve, you must be realistic with yourself about the way you are now. See how accurate you can be in response to the questions below.

1. What qualities do you feel you have that other people do not see?

_____

_____

_____

2. Write down four words to describe the person you are. Ask a friend to choose four words which describe you. Is that friend's way of seeing you different from the way you see yourself?

	Your Description	Description by Friend
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____

Differences: _____

_____

3. What do you think was your friend's first impression of you?

_____

Do you believe that first impression changed as the friendship grew? Explain.

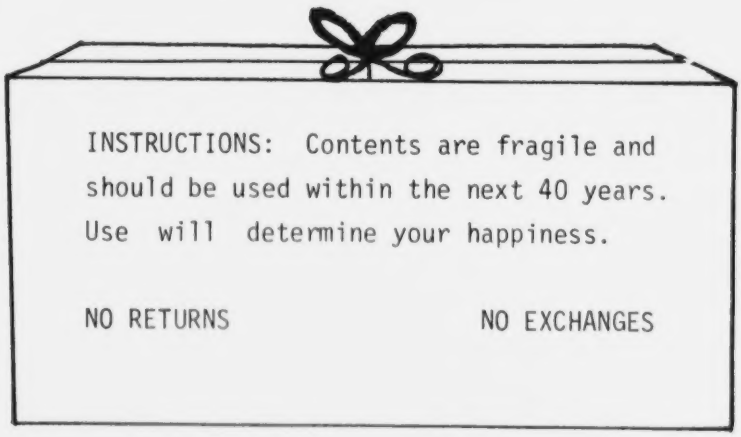
_____

_____

Always put your best foot forward, if you want to get ahead!

Self - Image : Part IV

Inventory


INSTRUCTIONS: Contents are fragile and should be used within the next 40 years. Use will determine your happiness.
NO RETURNS
NO EXCHANGES

1. Suppose you were given a surprise package and told that the contents had the power to change your life. List below what you would hope to find in the package.

_____

_____

_____

2. Write a paragraph to explain how one of these items found in the package could influence your life.

_____

_____

_____

_____

_____

YOU ARE YOUR OWN SURPRISE PACKAGE! Unless you TAKE STOCK or TAKE INVENTORY of your personal qualities, you will never know the riches you possess!

Finding Out Who You Are

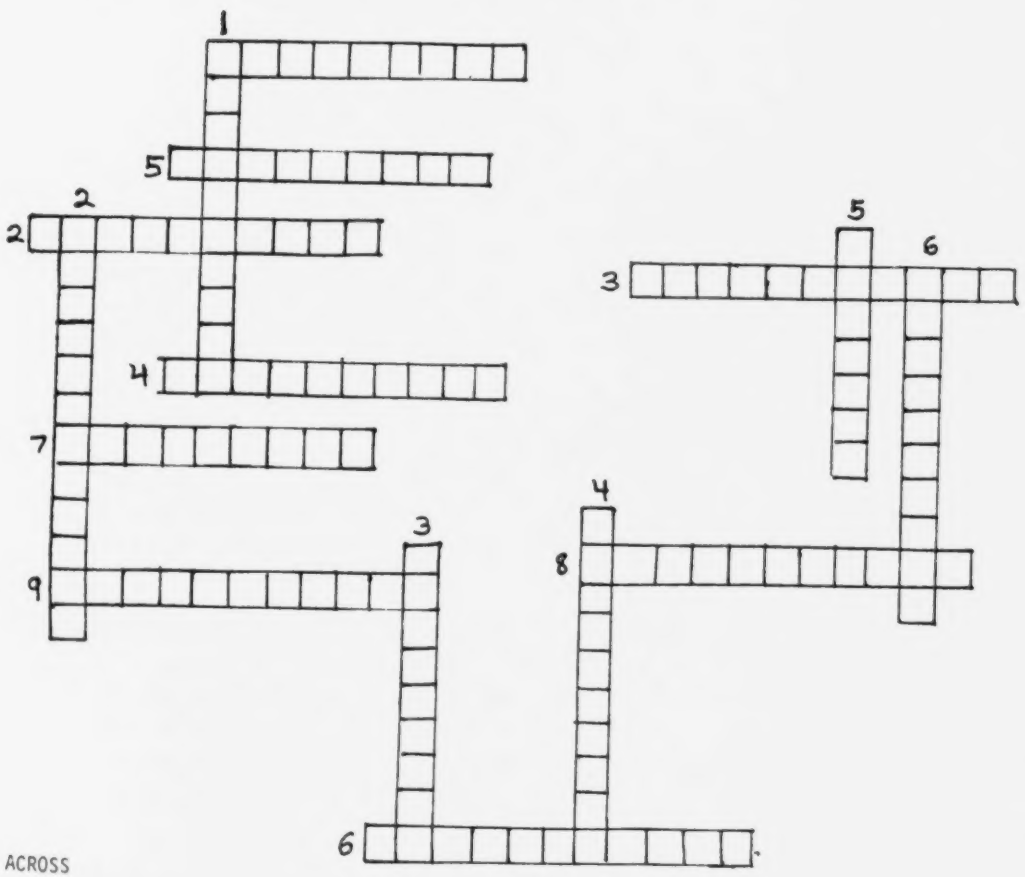
Looking into yourself is like gazing into a crystal ball. The qualities that make you who you are will express themselves in actions and reactions that will make your destiny.

For better control of your future, gather as much information about yourself as possible. Take an accurate self-inventory through the following exercises to get a complete picture of yourself today that might make you a winner tomorrow.

Taking Stock of Yourself

You need a storehouse of words that express character traits in order to do a good job of taking stock of yourself and others. Look over the list in the package below and check the adjectives that could be used to describe you. So that you aren't puzzled in the future about the meaning of those words, familiarize yourself with them by working out the crossword puzzle.

cooperative	critical	resourcesful
enthusiastic	imaginative	ambitious
sensitive	aggressive	persistent
inquisitive	impressive	impulsive
rebellious	diplomatic	tactful



ACROSS

1-A strong need to achieve
2-To keep at a task until completion
3-To work well with others
4-Opposing authority
5-To stress faults
6-Always prepared
7-Acting without much thought
8-One who asks many questions
9-A creative ability

DOWN

1-Hostile attitude
2-Displaying enthusiasm
3-Aware of attitudes and feelings
4-Good personality
5-Not offending others
6-Appears important

Self - Inventory

Part I: As I See Myself

Often you can be so busy doing things that you are not aware of the whys and wherefores of your actions. In the next four exercises you will have a chance to catch up with yourself by becoming aware of how you feel about what you do or want to do.

Directions: Place a check in the box that shows how you would describe yourself.

	MUCH LIKE ME	SOMEWHAT LIKE ME	NOT AT ALL LIKE ME
I am willing to help others.			
I am self-confident.			
I enjoy art work.			
I am well-groomed.			
I am able to follow directions.			
I am able to concentrate.			
I am courteous, good-mannered.			
I get along well with boys.			
I get along well with girls.			
I get along well with teachers.			
I get to school on time.			
I get along well with relatives.			
I have a sense of humor.			
I remember what is taught.			
I control my temper.			
I am good at sports.			
I get school work done on time.			
I enjoy being with people.			
I go ahead with school work on my own.			

	MUCH LIKE ME	SOMEWHAT LIKE ME	NOT AT ALL LIKE ME
I am able to talk to teachers easily.			
I am interested in social studies.			
I enjoy doing arithmetic problems.			
I enjoy playing a musical instrument.			
I enjoy writing stories/papers.			
I enjoy work in science.			
I don't mind letting others have their way sometimes.			
I want to be perfect.			
I study hard.			
I have a good attendance record.			
I am a leader.			
I enjoy a challenge.			
I like to think up new ideas.			
I enjoy following a good leader.			
I enjoy extracurricular activities.			
I like to make others happy.			
I enjoy working with details.			
I enjoy working with physical objects.			

Directions: From the Self-Inventory list, choose on characteristic that you would like to change. Write a paragraph explaining why the change would benefit you.

Self Inventory

Part II : Qualities and Qualifications

The preferences you have now can help forecast the choices you will make that will shape the future you.

A. Directions: Fill in the blanks.

1. Compared to others, I am _____ student.
2. My favorite subjects are _____.
3. I do best in _____.
4. The subjects I dislike most are _____.
5. The subjects I am poorest in are _____.
6. I am in school because _____.
7. When I have free time the things I most like to do are _____ _____.
8. The things I do the best in life are _____.
9. The things I am weakest in are _____.
10. What I want most out of life is _____.

B. Directions: Choose one of the completed statements above as an opening sentence and write a full paragraph about how insight can affect your future career.

_____

_____

_____

_____

_____

Self - Inventory

Part III : Descriptions

Directions: Put a circle around the one word or phrase in each line below which best describes you.

a.	good listener	boisterous	frank
b.	timid	show-off	talkative
c.	alert	short-tempered	courteous
d.	impulsive	careful	fearful
e.	self-controlled	quick-tempered	self-reliant
f.	slow-moving	aggressive	diligent
g.	responsible	optimistic	inattentive
h.	secretive	confident	fast-learner
i.	sensible	sensitive	shallow
j.	practical	extravagant	dictatorial
k.	adventuresome	conscientious	reliable

Part IV : A Triple Checkup

Now that you have found out so much about yourself, you must be anxious to share that knowledge with others. Here's your chance to tell everyone what you discovered and get feedback that will tell you whether you've been honest in the estimations you made in your self-inventory.

1. Pair off with someone you don't know in the class. Tell the other person several important things about yourself, using information from completed Part 3. Your partner must listen carefully in order to introduce you to the larger group and describe you from what you told him or her. Then reverse situations so that both partners are prepared to speak of each other to the group for approximately three minutes.

2. Prepare a three-minute talk on "What It Takes to Change an Undesirable Trait to a Desirable One," or "Difficulties I Have Found in Changing Certain Behavior." Lead a discussion with your classmates on this subject and see what helpful ideas emerge.

3. Choose two characteristics which describe you best and explain to a group how these traits were acquired and displayed. Also express your own feelings about them.

Yourself as Others See You

Do you wonder how others see you? Having found out what you think of yourself in pages 11-14, you are now ready to give pages 16-18 to a parent, teacher, or close friend for opinions about how you come across to other people.

Don't worry about the results. On page 19 you will be able to put it all together in the Self-Awareness Conclusion. Having a true picture of yourself can give you a firm foundation for a successful future.

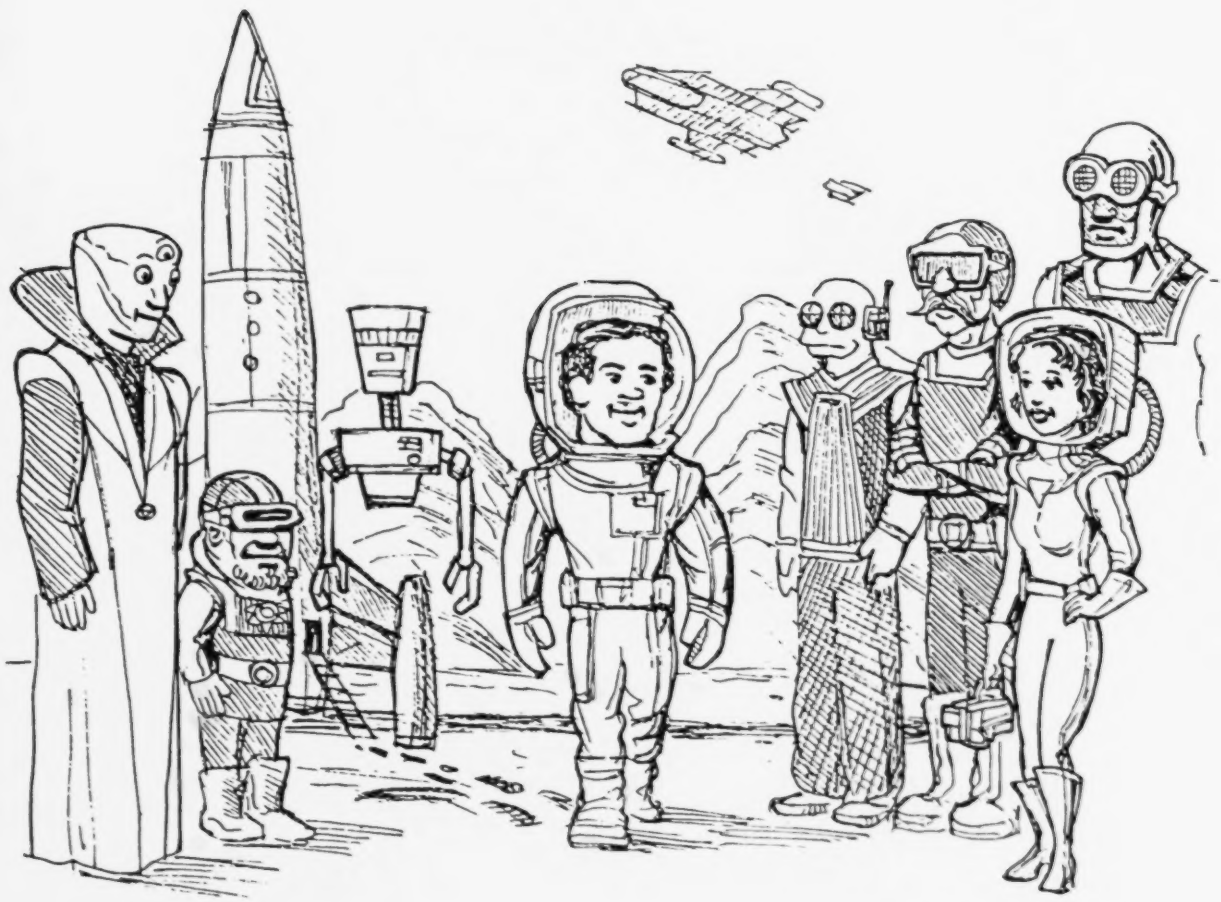


Image Evaluation

Part I: Interests and Abilities

Please fill out the following three forms for me as carefully as possible. I want to know more about myself by finding out how you view me.

_____

(Identity of the evaluator — for example, parent, teacher, etc.)

Directions: Place a check in the box that shows how you would describe me.

	MUCH LIKE ME	SOMEWHAT LIKE ME	NOT AT ALL LIKE ME
Is willing to help others			
Has self-confidence			
Enjoys art work			
Is well-groomed			
Is able to follow directions			
Is able to concentrate			
Is courteous, has good manners			
Gets along well with boys			
Gets along well with girls			
Gets along well with teachers			
Gets to school on time			
Gets along with relatives			
Has a sense of humor			
Remembers what is taught			
Controls temper			
Is good in sports			
Gets school work done on time			
Enjoys being with people			
Goes ahead with school work on own			
Is able to talk to teachers easily			
Is interested in social studies			

	MUCH LIKE ME	SOMEWHAT LIKE ME	NOT AT ALL LIKE ME
Enjoys doing arithmetic problems			
Enjoys playing a musical instrument			
Enjoys writing plays and stories			
Enjoys work in science			
Doesn't mind letting others have their way sometimes			
Wants to be perfect			
Studies hard			
Has a good attendance record			
Is a leader			
Enjoys a challenge			
Likes to think up new ideas			
Enjoys following a good leader			
Likes to make other people happy			
Enjoys working with details			
Enjoys working with physical objects			

If there are any other comments about me, please write them below:

Image Evaluation

Part II : Qualities and Qualifications

Fill in the blanks.

1. Compared to others, this person is _____ student.
2. His/her favorite subjects are _____.
3. He/she does best in _____.
4. The subjects this person dislikes most are _____.
5. The subjects he/she does poorest in are _____.
6. This person is in school because _____.
7. When he/she has free time, the things he/she most likes to do are _____.
8. The things he/she does the best in life are _____.
9. The things he/she is weakest in are _____.
10. What this person wants most out of life is _____.

Part III : Descriptions

Put a circle around the word or phrase in each line below that best describes the student.

a.	good listener	boisterous	frank
b.	timid	show-off	talkative
c.	alert	short-tempered	courteous
d.	impulsive	careful	fearful
e.	self-controlled	quick-tempered	self-reliant
f.	slow-moving	aggressive	diligent
g.	responsible	optimistic	inattentive
h.	secretive	confident	fast learner
i.	sensible	sensitive	shallow
j.	practical	extravagant	dictatorial
k.	adventuresome	conscientious	reliable

A Self Awareness Conclusion

The score is in. Now look at your opinion of you compared to another's: your Self-Inventory on pages 11-14 versus someone else's Image Evaluation on pages 16-18. The results can be surprising and worth considering as you prepare to work with others.

1. List any differences that exist. For each one, write a sentence explaining what you think the reason was for that difference of opinion.

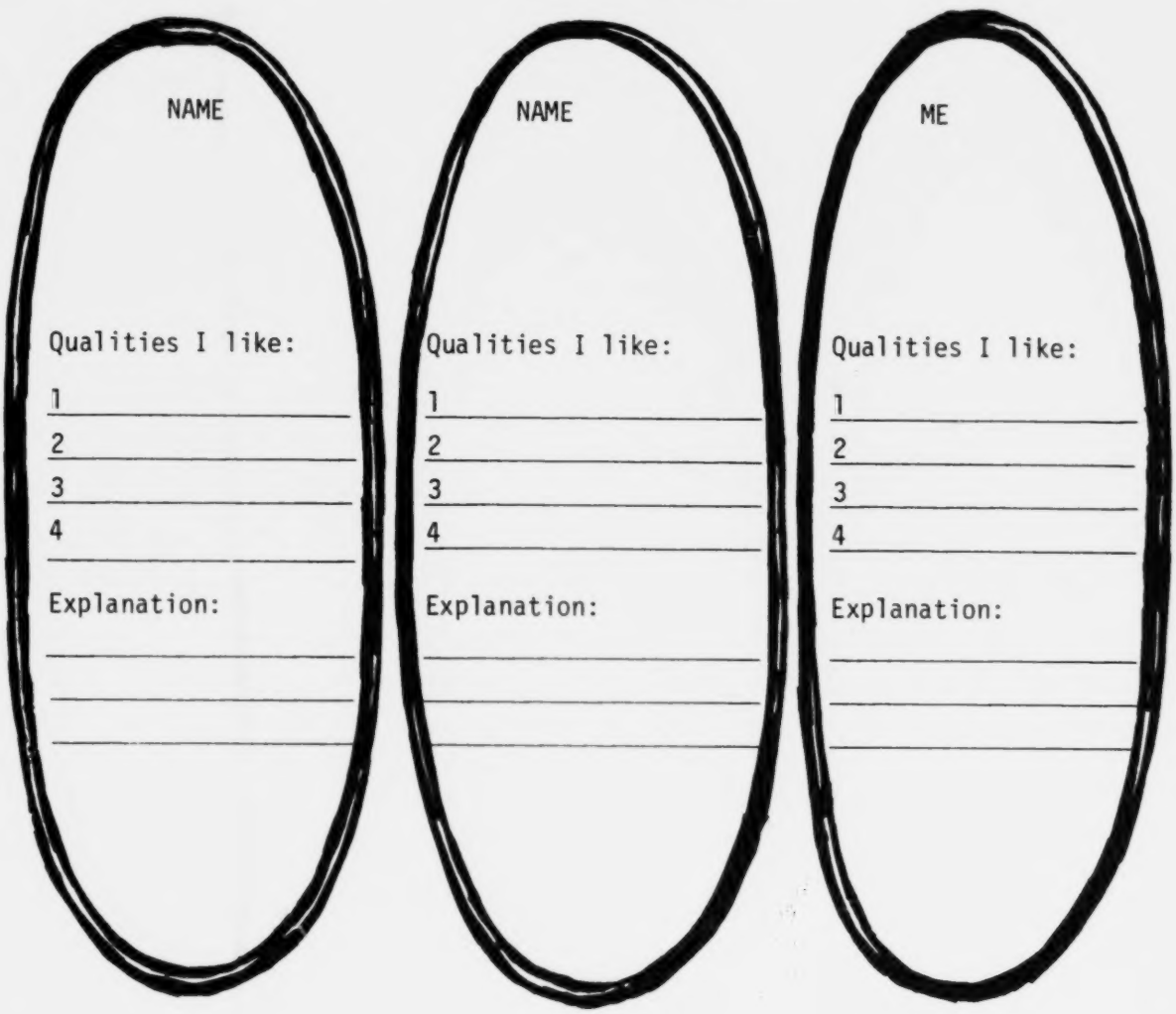
2. Interview your evaluator and find out why he/she thought the way he/she did.

3. What did you learn about yourself from the Image Evaluation exercise that you didn't know before? How will this knowledge help you?

Reflections

You probably have special people you admire tremendously. You may or may not have met them. They may be sports figures, movie stars, or maybe ordinary folks you know personally who helped you in some way. The reasons those "somebodies" are important to you is that they connect with certain qualities within you. Hold up a mirror to them and you will find reflections of yourself as you perhaps would wish to be.

Directions: The names of two people you have high regard for should be placed in the first two panels below, leaving the third for yourself. List what appeals to you about them and yourself and give the reasons why. You might be surprised to learn what you have in common with your heroes and heroines.



Who Are You ?

This exploration to find out all abour yourself is like using a many-sided mirror to check yourself out before going out. Knowing yourself from every angle can give you the assurance you need to face the outside world, especially the business community.

Often people play various roles to handle various situations. The parts they assume reveal a great deal about how they imagine themselves to be. There is more than one of you, as you will find now.

If George Washington had been asked, "Who are you?" he might have replied:

I am
- the President.
- the father of this country.
- a husband.
- a leader.
- a lover of cherry pies.

Now you try it. Ask yourself who you are. Fill in the blanks.

I am
- _____
- _____
- _____
- _____
- _____

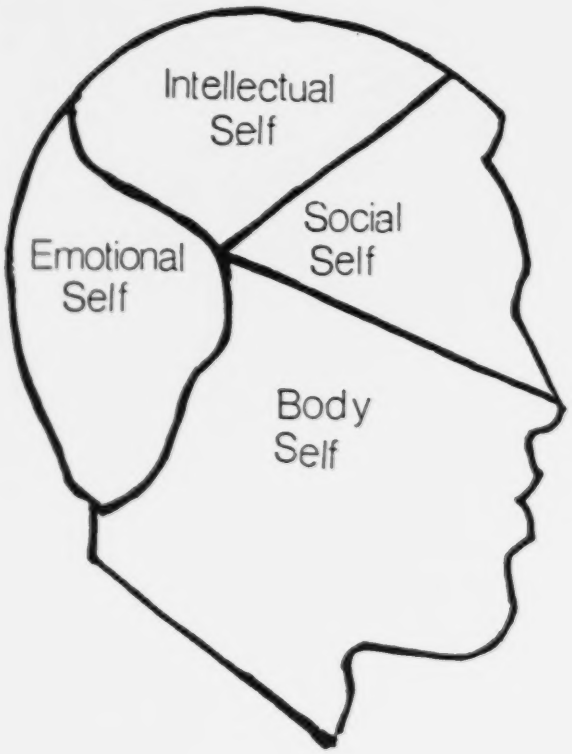
Yes, you are all the answers you put down about yourself. Everyone acts out roles that others expect them to fulfill. Just think how differently you behave with a friend than you do with a teacher, parent, sister, brother, or a stranger.

Which of the different faces you show is the real you? As you get to know yourself through the following exercises, you will realize all the parts you assume express parts of the total person that is YOU!

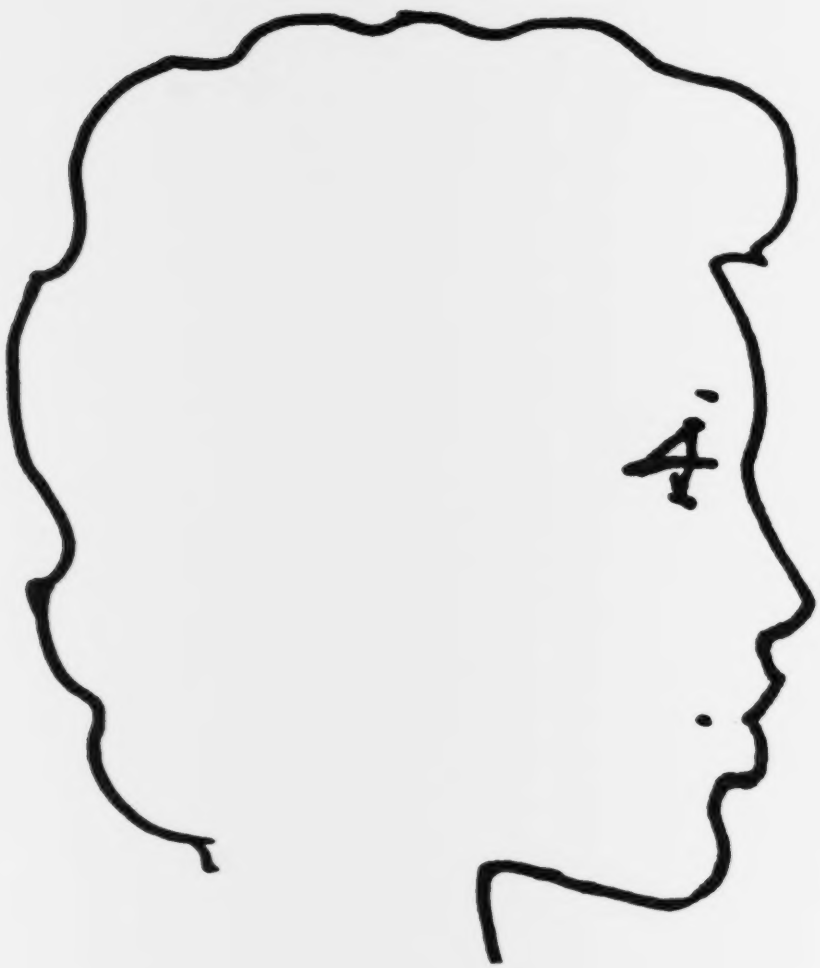
Getting to Know You

In exploring yourself, your life is the most fascinating adventure you will ever have. Getting to know you can last a lifetime because each person has so many aspects that keep changing or revealing themselves at various times according to circumstances. Knowing yourself will let you know what to expect so that you are never too overwhelmed.

In order to understand yourself more readily, the parts that make up your character should be regarded as pieces of a puzzle. Through the following exercises, you will find out about the different selves that are you. Your social, emotional, physical, and intellectual qualities will be exposed in order for you to be able to put them all together to get a total profile of yourself.

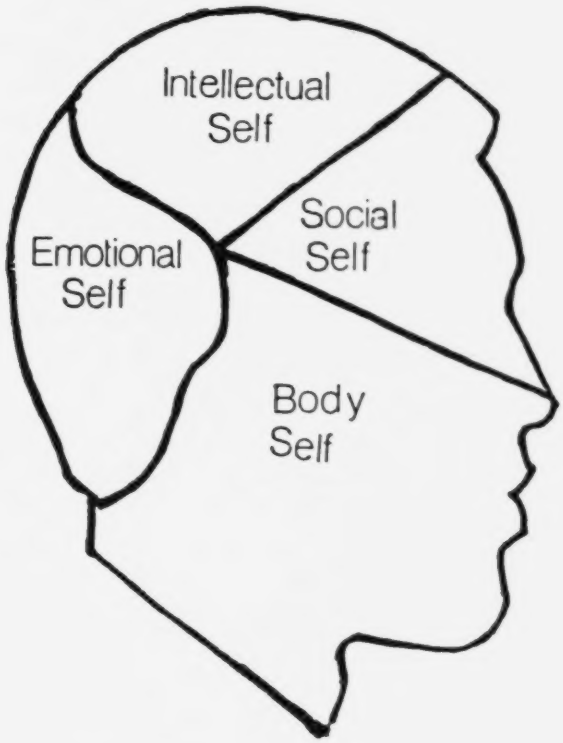


Looking at Your Profile



In examining the social, emotional, physical and intellectual sides of yourself that make up your profile, remember that there are no right or wrong answers, as you will see on the explanation page following each exercise. Instead, your responses will reveal assets or selling points which will make you more marketable in the job world, and liabilities or weaknesses which can detract from your finding success. Awareness of the truth about yourself can help you "accent the positive and eliminate the negative," as the old song goes.

Your Basic Profile



MATCHING: In the space provided to the left of each number, place the letter that shows which self is being expressed.

_____1. I enjoy being around others.

_____2. I need a lot of affection.

_____3. I need to exercise an hour daily.

_____4. I love to read.

_____5. I need to spend time alone.

_____6. I prefer not to analyze things.

_____7. I tire easily.

_____8. I get angry very quickly.

A. INTELLECTUAL SELF

B. BODY SELF

C. EMOTIONAL SELF

D. SOCIAL SELF

Knowing your various selves can put you in control of yourself.

I - Your Social Profile

A. Directions: Read each statement carefully and write TRUE or FALSE in the blank to the left. Remember that honest answers will help you to know yourself better.

TRUE OR FALSE:

_____1. I get along with people my own age.

_____2. I usually get along with my parents and teachers.

_____3. I'd rather let others make decisions for me.

_____4. I'm rather shy and would feel uncomfortable giving orders to other people.

_____5. I let others have their way some of the time.

B. Directions: Copy your T or F answers onto the third column below, which is marked, "Your Answers." Check your answers against the T or F answers in the first column. Place a 20 in the last column,"Your Ratings," only if the answers match. Total your points.

THE HIGH SOCIAL PROFILE	RATINGS	YOUR ANSWERS	YOUR RATINGS
1. True	20		
2. True	20		
3. False	20		
4. False	20		
5. True	20		
TOTALS:			

Meaning →

Your Social Profile : What it Means

Your social profile will give you some indication of whether you are happiest working alone or with others.

I don't know why I got such a low social profile.

I love humanity - it's people I can't stand

Remember that a high social profile is not good or bad. Each person has different social needs. There are certain positions which require a high social profile, such as doctors, receptionists, or social workers.

If a person with a low social profile were to choose any of those occupations, that quality would be a liability which would interfere with his/her success on the job. On the other hand, if a person with highly developed social needs had a job working alone seven hours a day, he/she might be very unhappy.

Well . all this doesn't apply to me. I repair electrical appliances. I won't have to deal with people at all right?

Answer: WRONG! Whether you work in a repair shop or own one some day, chances are you will still be working with people. If you turn off customers, they may decide not to come back. A low social profile is a liability in the work world because most jobs do involve working with people.

If your Social Profile was below 60. . .this would seem to indicate that you would be most comfortable in jobs where you are in limited contact with other people.

Try to list three such positions:

1. _____
2. _____
3. _____

Are you having trouble coming up with those occupations? Of course you are. Most jobs do involve contact with others. You will find that you'll have an easier time in the world of work if you develop your social profile.

II - Your Emotional Profile

A. Directions: Read each statement carefully and write TRUE or FALSE to the left of the statement. Remember, you are not out to impress anyone, so be free to reply as you really feel.

TRUE OR FALSE?

_____1. I have a sense of humor.

_____2. I don't work well when given deadlines.

_____3. I find it hard to control my temper.

_____4. I get flustered and nervous when I know others are depending on me.

_____5. I am usually cheerful.

B. Directions: Copy your T or F answers onto the third column below, which is marked "Your Answers." Check your answers against the T or F answers in the first column. Place a 20 in the last column, "Your Ratings," only if the answers match. Total your points.

THE HIGH EMOTIONAL PROFILE	RATINGS	YOUR ANSWERS	YOUR RATINGS
1. True	20	_____	_____
2. False	20	_____	_____
3. False	20	_____	_____
4. False	20	_____	_____
5. True	20	_____	_____
TOTALS:	100		

Meaning →

Your Emotional Profile: What it Means

Your emotional profile will give you some indication of the amount of stress you can take in a working situation. A cheerful, optimistic attitude and an ability to "keep your cool" are necessary in any job you choose, especially when the going gets tough. A person with an uncontrollable temper and given to tantrums is to be avoided as either an employer or employee.

If your Emotional Profile was below 60. . . that would seem to indicate that you would not be comfortable in a job situation which involves stress, responsibility or pressure. Examples of stress-filled jobs are: teaching, reporting, advertising. Can you think of jobs which involve little stress? List them below:

1. _____
2. _____
3. _____

Even those positions, you will find, require a cool head to get ahead!

III - Your Physical Profile

A. Directions: Read each statement carefully and write TRUE or FALSE to the left of the statement. Be as honest with your answers as possible, because your honesty will be necessary in order for you to understand yourself better.

TRUE OR FALSE?

_____1. I get tired easily.

_____2. I prefer to move around rather than stay in one place.

_____3. I'd rather do physical work than any kind of desk job.

_____4. I'm not overweight or too thin.

_____5. I enjoy working with my hands.

B. Directions: Copy your T or F answers onto the third column below, which is marked "Your Answers." Check your answers against the T or F answers in the first column. Place a 20 in the last column, "Your Ratings," only if the answers match. Total your points.

THE HIGH PHYSICAL PROFILE	RATINGS	YOUR ANSWERS	YOUR RATINGS
1. False	20	_____	_____
2. True	20	_____	_____
3. True	20	_____	_____
4. True	20	_____	_____
5. True	20	_____	_____
TOTALS:	100		

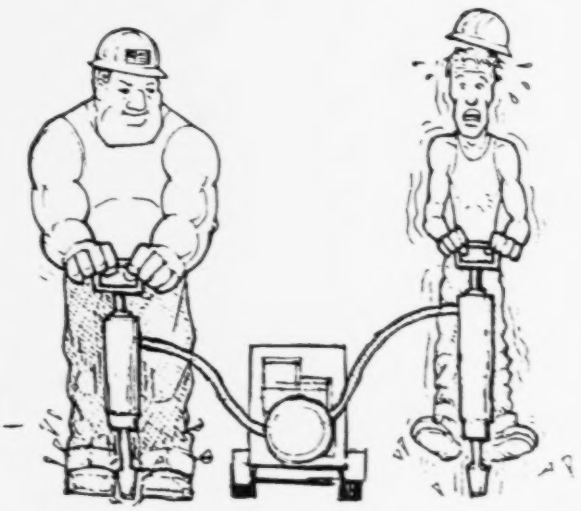
Meaning →

30

Your Physical Profile: What it Means

Your Physical Profile will indicate whether physical activity and movement are important to you on the job. Your physical stamina, or lack of it, is as vital as any physical handicaps.

Your physical profile must be taken into consideration when you choose a job. Some people are happy working at a desk, while others have a need for action. Whichever you prefer, keep in mind that success is also self-fulfillment.



If your total was above 60:

A high physical profile suggests that you would not be happy at a desk job. You have indicated a need for action, and may become frustrated if physical activity is not part of your work day.

If your Physical Profile was below 60:

This would seem to indicate that you would be most comfortable in a job with few demands on the body. List the kinds of jobs for which a person with a low physical rating would be suited.

1. _____

2. _____

3. _____

Remember, no one aspect of a job is total. Physical work also requires a brain.

IV - Your Intellectual Profile

A. Directions: Read each statement carefully. Write TRUE or FALSE in the space provided.

TRUE OR FALSE?

_____1. I often have new ideas.

_____2. I really enjoy reading a good book.

_____3. I hate paper work of any kind.

_____4. I prefer working with my hands.

_____5. I don't analyze things too much.

B. Directions: Rewrite your T or F answers in the third column below, under the column marked "Your Answers." Compare your answers with the T or F answers in the first column. If the answers match, place a 20 in the last column, "Your Ratings." Total your points.

A HIGH INTELLECTUAL PROFILE	RATINGS	YOUR ANSWERS	YOUR RATINGS
1. True	20		
2. True	20		
3. False	20		
4. False	20		
5. False	20		
TOTALS:	100		

Meaning →

Your Intellectual Profile: What it Means

Your intellectual profile indicates whether mental activity or stimulation should be a major consideration in your job choice. A person with a high intellectual profile might not be satisfied with a job which lacks the intellectual challenges of creativity and problem-solving.

An Intellectual Profile rating below 60 does not mean that you are lacking in intelligence. It would seem to indicate that you might be unhappy if your job demanded a great deal of reading, writing, or analyzing of information. Can you list jobs in which these tasks are <u>not</u> important?

1. _____
2. _____
3. _____

To do any job well, you must have intelligence. Only the need for mental stimulation differs for each person.

Putting Your Profile Together

Look over the four parts to your profile in pages 24-32. Note the traits in which you scored above 60 and those below. On another sheet of paper, describe how you see your total profile now and what insight you have learned about your job potential.

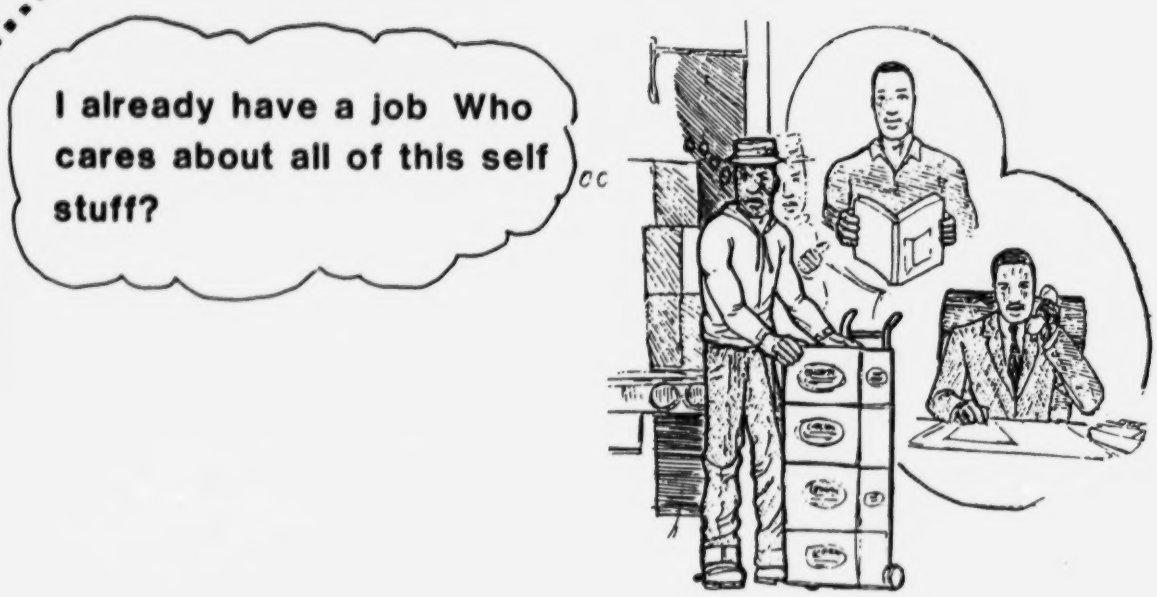
Other Parts of You

There are parts of you, other than those previously discussed, which influence your actions. The spiritual, racial, cultural, ethnic and economic backgrounds affect how you view life.

The "Spiritual You" relates to your religious beliefs and values. The "Racial/Cultural/Ethnic You" refers to your being a member of a particular group. The "Economic You" is that part of you which makes choices in connection with goods, services, work and money to satisfy your needs and wants. Over the next few years, though, as a wage-earner and consumer yourself, you will become well acquainted with your "Economic You."

All parts of your character must have a chance to be expressed in order to be the well-balanced, total person that will give you the greatest personal satisfaction in your life and in your career.

More For You



Answer: YOU SHOULD! The better you know yourself, the easier it will be for you to spend your time in a happier and more productive way. After high school, whether you choose college or a job, you will be more comfortable and satisfied in what you do if your choice reflects every level of your needs:

. Social . Emotional . Physical . Intellectual

All of these factors combine to determine the interests, values,, and goals that will make you happy. Remember, you will spend almost half your life working. You may as well enjoy it!

Letters to Dear Savvy

1. High Tension

Dear Savvy,

I'm really upset since I took this emotional profile. I am very direct. If I see something I don't like about someone at work, I tell them right off. I know I sometimes make my co-workers angry, but I'm only trying to help them be more like me, because I always get my job done.

Sincerely,

"Upset"

Dear "Upset",

It is your problem if you upset co-workers constantly. Getting the job done is only part of the job. You sound like a barrel of laughs to work with, and I'm sure there are those who really would enjoy working with you. My advice to you is simple. You have three options:

1. Change your ways
2. Become a hermit, or
3. Start your own business on top of Mt. Everest, where people will blame the weather rather than you for the cold atmosphere.

Yours truly,

Savvy

Dear Savvy

2. Advice to a Pessimist

Dear Savvy,

I scored low on every profile I took, which doesn't really surprise me at all. I've been considered a failure most of my life. My old man says I'll never amount to anything, and I'm starting to believe him. Do you really think changing is possible for me? Please let me know.

Truly yours,

"Joe Failure"

How would you respond to Joe? Write your letter below.

Dear Joe,

Dear Savvy

3. A Positive Note

This is what "Dear Savvy" wrote to Joe:

Dear Joe,

Forget the failures, no matter how many there have been in the past. Not only is change possible, but it is also inevitable. There is nothing in this world that is certain except change. You've been changing from the time you were born and will continue to change, along with your circumstances, environment, and acquaintances. This workbook came into existence because of the belief that change is possible, even necessary, for people to grow and make the most of their lives.

Did you know that you can change from thinking of yourself as a "loser" and become a "winner"? Here are some famous people who did not let the opinions of others stand in their way of success. These well-known personalities had some difficulty in school, but were able to overcome their failures:

Albert Einstein
Lynda Bird Johnson
Thomas Alva Edison
General George S. Patton

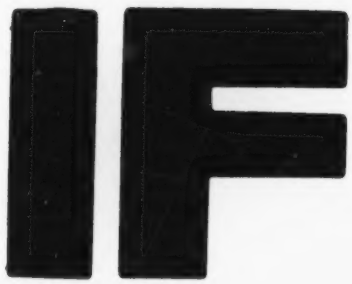
Good luck,

Savvy

38

Forget the Failures

What happens if you forget the F in "if?" Cross out the F in the If below. What is left?



Let's find out who the I in you is all about. These "I" qualities are what you need to succeed.

I

magination
ntegrity
nterests
nteractions with others
nitiative
ndependence

INTEGRITY

To Be Or Not to Be

Directions: Look at the Occupation list below. In the Required Traits column, put two personal qualities which you think are necessary for each job. Write one sentence explanining why you would or would not want to choose this job. Use the information which you have learned about yourself from the exercises in this package.

OCCUPATION	REQUIRED TRAITS
Example: Lawyer I wouldn't want to be a lawyer because I feel uncomfortable speaking in front of others.	
Secretary	
Carpenter	
Doctor	
Teacher	
Choreographer	
Dentist	
Electrician	
Stockbroker	
Sales Manager	

(Continued)

OCCUPATION	REQUIRED TRAITS
Mechanic	
Travel Agent	
Computer Programmer	
Dancer	
Writer	
Architect	
Banker	
Housewife	
Accountant	
Mother	
Chef	
Plumber	

Summary of Self - Perception

This is a good time to stop and take stock of what you've learned about yourself. It's important to develop statements about yourself because such declarations are often required on personal data forms and application forms. When you respond below, highlight yourself briefly and make it readable, just as you would in filling out an application form for a position.

Directions: In one or two paragraphs (50-100 words), describe what you have learned about yourself from this package of materials.

Will You Make A Promise?

People in the world of work often must be concerned with getting the job done. Often these promises of accomplishment are in written form to remind people of their pledges and hold them to their word. In this workbook, you the student will be asked to make commitments.

You may use the contract on the next page, or, with your teacher's help, develop a class contract to be signed by you, your teacher, and a witness (a fellow student). REMEMBER, A CONTRACT IS BINDING AND YOU ARE HELD TO YOUR PROMISE. So, read this document carefully and do not promise what you cannot deliver.

The person you are making your promises to is...YOURSELF!

AGREEMENTS IN CLASS CONTRACT

Personal Contract

BETWEEN _____ and _____
(Student's Name) (Teacher's Name)

This contract verifies that _____ has taken the first step toward achieving success in the world of work. I have carefully examined and reflected on the ideas in this package and have answered all questions honestly. I am aware of the following assets and liabilities, which I hereby acknowledge:

ASSETS	LIABILITIES
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

I take full responsibility for my assets and liabilities and understand that I may be able to change my liabilities of I so choose. One liability I will work to change is _____. I can eliminate this liability by doing the following:

_____

_____

_____

I also understand that I am responsible for making full use of my assets and developing them to their fullest potential. One asset I will develop and market is _____. I will do this by _____.

I, _____, have signed this contract on _____
Date

and am of sound mind and body. _____
(Student's Signature)

_____
(Teacher's Signature)

Witness: _____
(Fellow Student)

Your Personal Vocabulary List

The Word	The Definition	A Sentence Using The Word

Self - Perception : Summary Questions

Directions : On a separate sheet of paper answer the following

1. Why do you think self-perception is important to you as an individual?

2. What is meant by "mirror image"? How does it differ from the "real you"?

3. Select seven words from the list below. Define each of your choices and use in a separate sentence that makes the meaning clear.

accurate	inquisitive
aggressive	inventory
cooperative	liabilities
diligent	persistent
enthusiastic	resourceful
impression	

4. Give one example of a self-inventory characteristic that represents who you are. Give another that is unlike you.

5. Name two qualities that you most admire in others and why.

7. Explain four different parts of your inner self.

8. Which part of your profile do you feel is most dominant in your life?

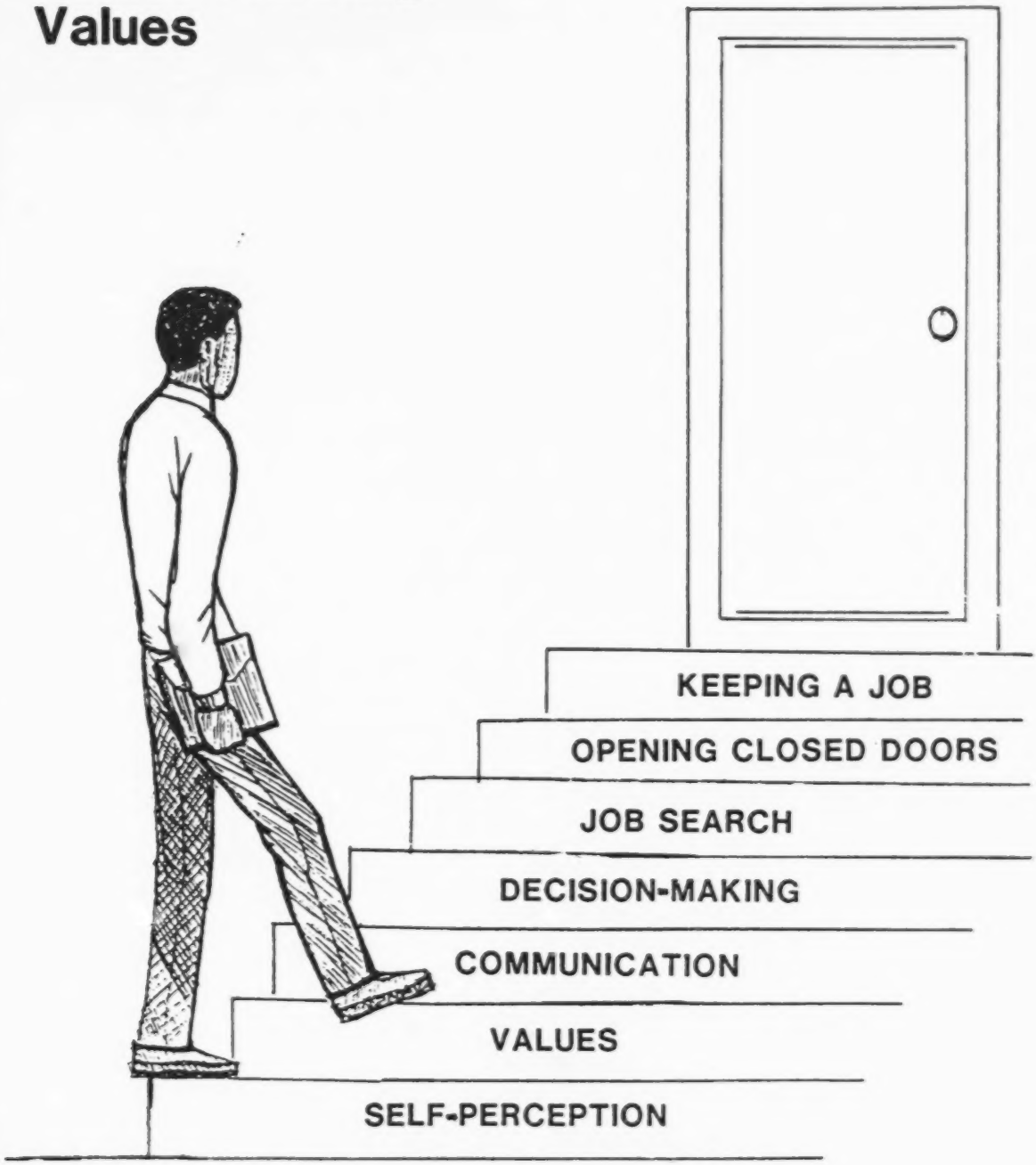
9. How do you think that self-awareness helps a person in making a wise career choice?

Notes

GETTING YOUR FOOT IN THE DOOR

LEARNING PACKAGE B

Career Planning: Values



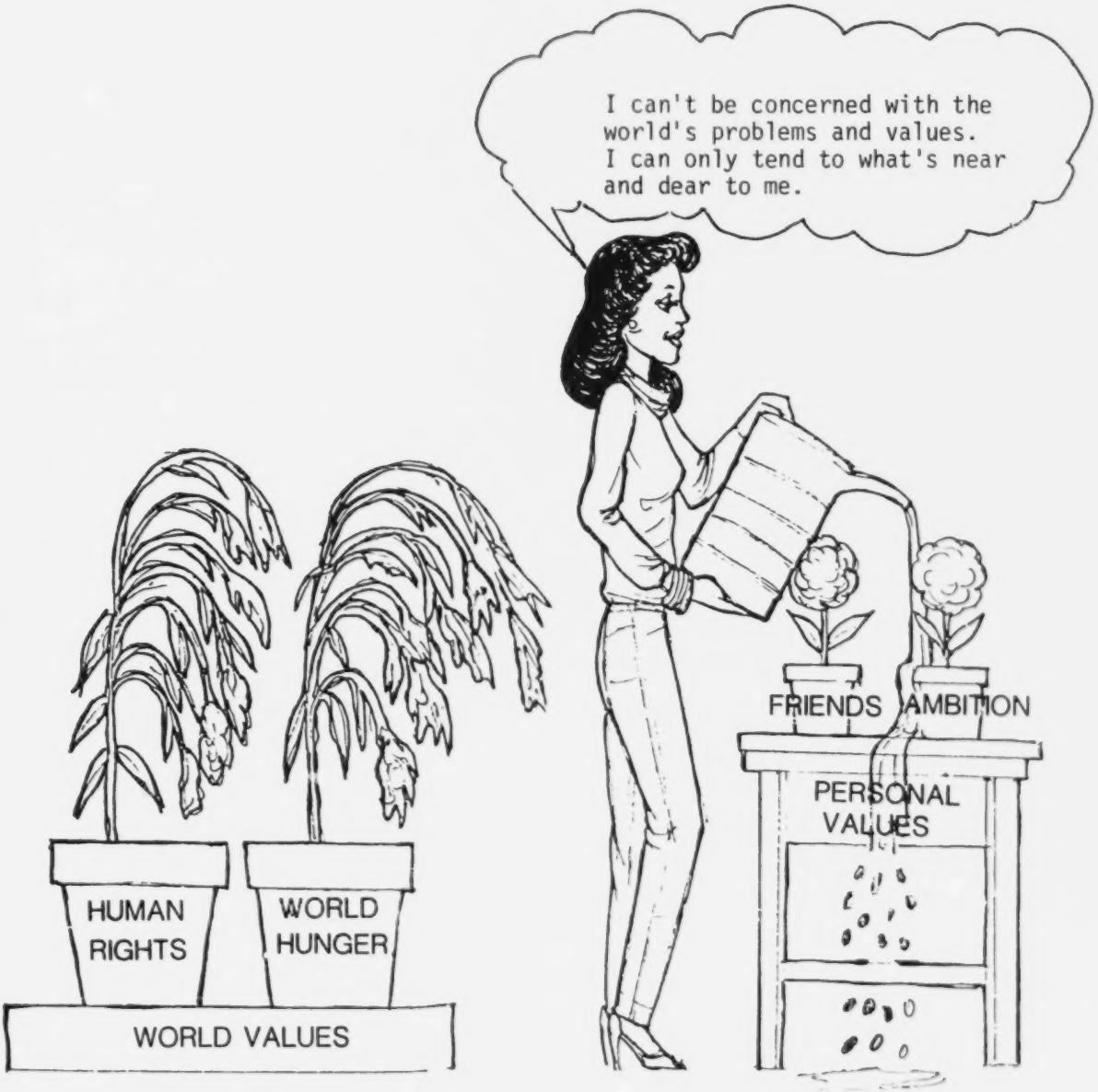
Values Introduction

Values are a system of beliefs that are basic to the character of each individual. You make all your decisions based upon the values you yourself have come to accept.

As you are growing up, your parents introduce you to their ideas. Certain concepts you hold may have come from religious training. At every phase of your life, your friends can affect convictions through peer pressure. You must remember, though, that ultimately your choices are your own responsibility. As an adult, no one can be held accountable for your actions except yourself with your own value system.

Each culture, however, offers its own special influences. For example, in Latin American countries, workers go home for a three-hour break, or "siesta," every afternoon. The "siesta" is a preferred, or "valued," way of life. If a worker in the United States were to go home in the afternoon for three hours, he might lose his job! The "siesta" is a chosen value for relaxed pace of life in Latin American countries. In the U.S., workers are urged to do the most work in the shortest amount of time to make as much money as possible. It would seem that in this country the value of money is more important than a relaxed way of life.

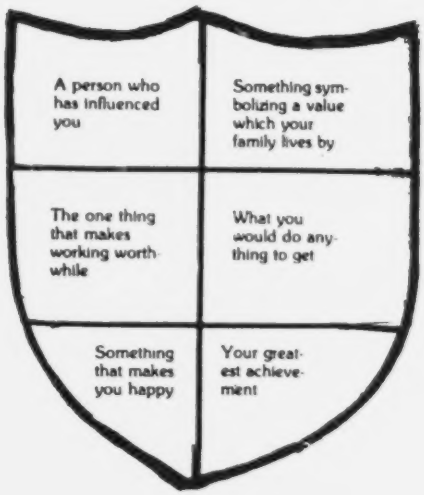
Values can change as you widen your horizons. The intent of this package is to make you aware of the values you have now and may acquire in the future, so that you will be true to yourself in the important decisions of your life.


I can't be concerned with the world's problems and values. I can only tend to what's near and dear to me.
HUMAN RIGHTS
WORLD HUNGER
WORLD VALUES
FRIENDS
AMBITION
PERSONAL VALUES

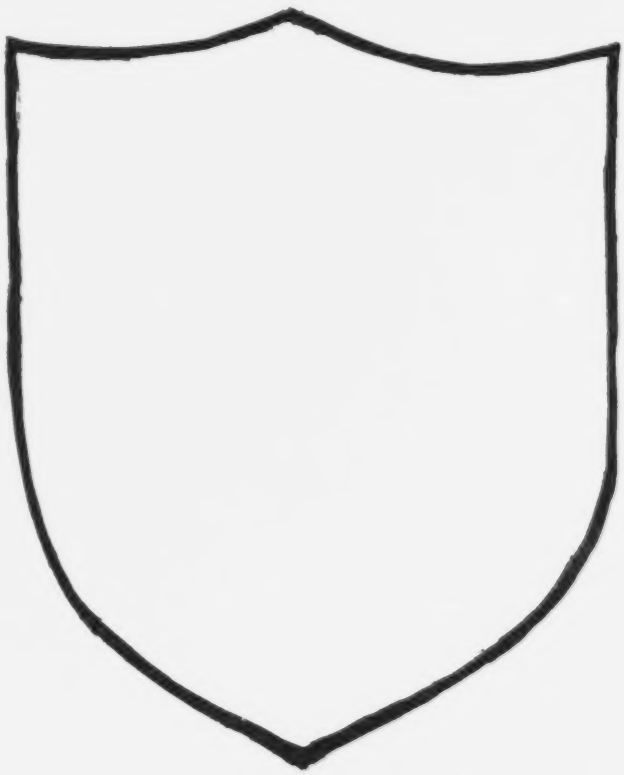
YOUR VALUES WILL GROW BY REMEMBERING:

"If I am not for myself, then who shall be for me? And if I am only for myself, then what am I? And if not now, then when?"

Your Coat of Arms


A person who has influenced you
Something symbolizing a value which your family lives by
The one thing that makes working worthwhile
What you would do anything to get
Something that makes you happy
Your greatest achievement

A Coat of Arms is a symbol of who you are. In medieval times, a coat of arms was worn for identification. Using the coat of arms below, write in each of the boxes the word or phrase that corresponds to the way you feel about the statements shown above.



Vocabulary of Values

FRIENDSHIP	DETERMINATION
COURTESY	SELF-ESTEEM
PRESTIGE	PUNCTUALITY
SELF-RELIANCE	CREATIVITY
COOPERATION	DEPENDABILITY
INTELLIGENCE	PRACTICALITY
FINANCIAL REWARDS	ASSERTIVENESS

I. People require certain values to succeed on the job. Select four job-related ones from the list above and write them below.

1._____ 3._____

2._____ 4._____

Write the trait that best describes you: _____

II. We earn or gain certain things from working on a job. Select four words from the list above that represent benefits from a job and write them below:

1._____ 3._____

2._____ 4._____

Write one benefit you would most like to gain from a job:

_____

III. Circle the value word above that is important to you. Write a sentence using the word you selected:

_____

_____

IV. All of the words listed above are personal values. So that you can understand how collective thinking can influence you, form a small group. Now try to agree on four OTHER value words and list them below:

1._____ 3._____

2._____ 4._____

What Objects Do You Value ?

You learn a great deal about what you value by inspecting some of the everyday objects you have acquired. Typical of the material things you probably take for granted but tell a lot about you are the items you carry on your person.

Take three objects out of your pocket, purse or wallet that show three different things you value. In the spaces below, list the objects and the values expressed by them.

	Objects	Values Expressed
For example:	Driver's license	Freedom to get around
1.	_____	_____
2.	_____	_____
3.	_____	_____

Values exercises with career implications:

Think of three items you regularly keep in your desk or closet at work.

1. What does this say about you?_____

   _____

2. What does this say about any school or career related work that you perform?

   _____

   _____

3. What does this say about your ambitions?_____

   _____

4. Do any patterns emerge from your responses above? If so, what do your responses indicate?

   _____

   _____

5. Compare your items and your reaction to them with others in the class and you will see how everything helps to reveal the real you.

What Activities Do You Value?

In the spaces below, list 20 things that you really like to do. Write down the first things that come to your mind. This is your private list of activities that give you pleasure.

20 Things I Like to Do:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

What did you find out about yourself?

I learned that _____

_____

_____

I was disappointed that _____

_____

_____

I was pleased that _____

_____

_____

How Do You Value Time?

The way you allow your day to go expresses what you value in life.

These two circles represent 24 hours of time as you actually spend them and as you would like to spend the day.

Fill in the real time clock, listing all your main activities.

Fill in the ideal clock, listing how you would spend your time if you could divide the day any way you liked.

QUESTIONS TO THINK ABOUT:

1. How much time during a typical day do you plan for yourself?

   _____

   _____

2. How much time during the day is planned for you by others?

   _____

   _____

3. If time is so valuable and important, how can you make the most of it?

   _____

   _____

4. What have you learned about yourself by seeing how your time goes and how you would like it to go?

   _____

   _____

Expressing Your Values - A

Let's find out more about you. The easiest way to do that is to know the values you choose. Out of the countless values in this world, 12 have been selected as a measure in this and a later exercise to show who you are. Rank those listed below in terms of your own personal values by placing a number from 1 to 12 in the space provided. Number 1 represents your strongest value and number 12 your weakest. Be prepared to discuss how your values express you.

_____ SECURITY

_____ POWER

_____ PRESTIGE OR FAME

_____ HELPFULNESS

_____ FREEDOM

_____ ADVENTURE

_____ FRIENDSHIP

_____ FAMILY LIFE

_____ RELIGION

_____ ORDERLINESS

_____ WEALTH

_____ PERFECTION

Expressing Your Values - B

Directions: I. Choose four values from page 55. Write a brief sentence on how each value selected influences you.

1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____

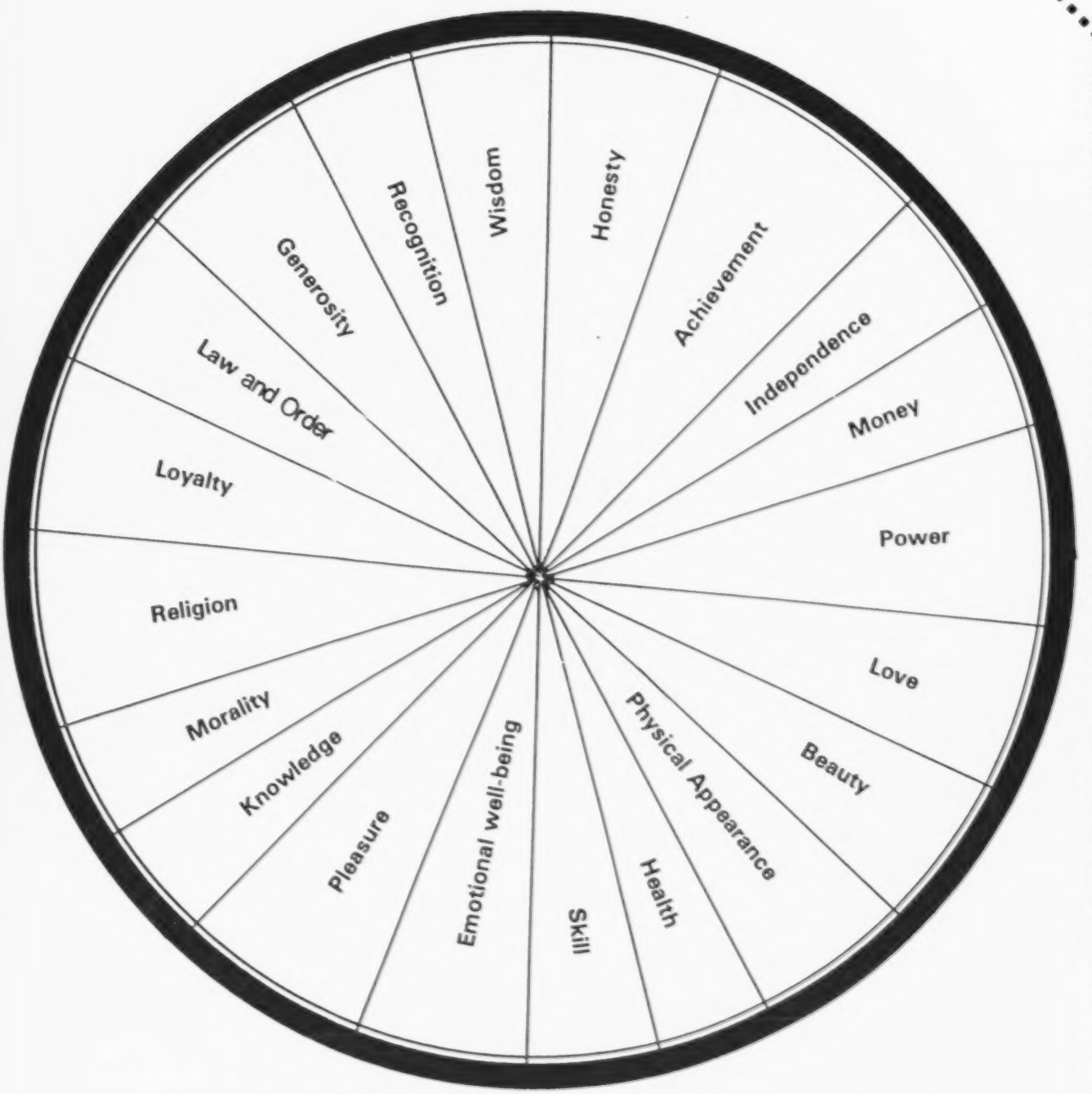
II. Choose one of the statements which you have just written, and copy it in the space provided below. Write a few sentences explaining why you think this value is or is not important. In a final sentence, relate this value in your past, present, or future.

Example: Security is a very important goal and value in my life. Perhaps this is because, as I grew up, my family never stayed in one place for long. We moved to wherever my father could find work. I would want my future to have more security than my past.

_____
_____
_____
_____
_____

III. On a separate sheet of paper, write a composition entitled, "My Most Important Value." You may wish to use the structure suggested in Exercise II to help you begin. Write additional paragraphs telling what plans you have for attaining this value in your future.

Value Wheel



Ask any adult you know to grant you 10-15 minutes for an interview. Show that person a copy of the value wheel and find out which are the three most important values to him or her, and why. Take notes and be prepared to report to class the results of your interview and how your own values were affected.

An Interchange of Values

Choose a partner whom you don't know well. Explain your two strongest values to your partner. Include the answers to the following questions in your conversation:

1) Why do you hold these particular values?

2) When did you first become aware of these value preferences?

3) Who, if anybody, served as a model for you?

4) When do you act upon these values in everyday life?

Now get the same information from your partner. Use the facts from your interview to introduce your partner to either another student or to the class.

Remember, a job interviewer is likely to ask you questions which require a response about your values and priorities, especially as they relate to work. Keep this in mind as you do the activities in this exercise.

Notes

Recognizing Personal Values

BRUCE'S STORY

I.

Bruce loves sports and hates school. He spend most of his free time practicing basketball. When his mother asks him to do his homework or help around the house, he says he's "gonna do it later."

Bruce is failing three out of five subjects and has a discipline record of talking back to teachers and counselors.

Bruce makes friends, likes to have a good time, and has been nicknamed "Mr. Personality." He also helps take care of his younger brother and is teaching him how to play ball.

From the above information, list four things Bruce values most.

1. _____

2. _____

3. _____

4. _____

In what ways are you like Bruce? In what ways are you different?

_____

_____

_____

_____

PAM'S STORY

II.

Pam spends a lot of time working on her appearance. She loves to shop for clothes and wears the latest fashions. Her hobbies are drama, poetry, and reading.

Pam wants to be popular, but is usually quiet around others. Some people think she's a snob. She wants to be a famous actress, but her parents regard this as foolishness. They would like her to get married and have children.

Pam has a part-time job as a makeup salesperson, and is using the money she makes for acting lessons.

From the above information, list four things Pam values most.

1. _____

2. _____

3. _____

4. _____

In what ways are you like Pam? In what ways are you different?

_____

_____

_____

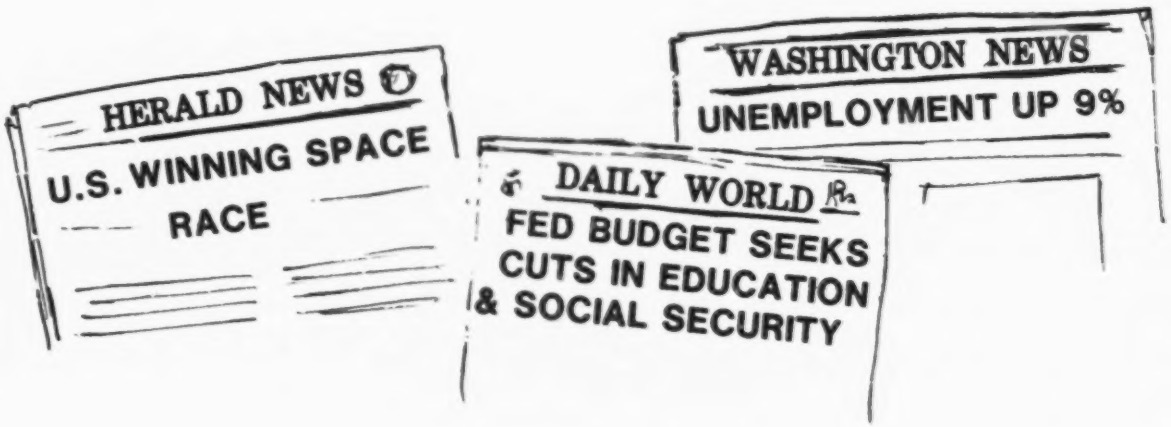
_____

YOUR OWN STORY

Directions: On a separate sheet of paper, write about your life, highlighting your values, in a style similar to the stories of Bruce and Pam.

Identifying Present American Values

Suppose you were a stranger in the United States and read the headlines below. What would you say are America's values, based on these headlines? See how your ideas compare with what other students see in these headlines.



What values do you feel these headlines express?_____

_____

Do you believe these headlines give a true picture of America? Explain your answer.

_____

_____

_____

What values characterize students in your school?

_____

_____

_____

Are there differences between usual adult values and those typical of teenagers? What are some of the differences?

_____

_____

_____

Taking Stock of Your Values

A - Choices

Directions: In each of the following 52 choices, check one of the two alternatives, a or b. You must choose one even if it is difficult for you to do so. On page 63 you will find out how to translate your choices into a value system that reflects you.

I WOULD RATHER. . .

1. a - be reasonably sure about the future for myself and my family.

   b - do things well.

2. a - have people think well of me.

   b - have as much freedom as possible to do the things I want to do.

3. a - have as many good things as possible.

   b - do a fine job in whatever I do.

4. a - do new and different things often.

   b - have the material comforts of life.

5. a - have friends.

   b - have things neat, orderly, and organized.

6. a - do challenging and various activities.

   b - do things with my friends.

7. a - have people think I'm really nice.

   b - do what is right according to my beliefs.

8. a - create a happy family life.

   b - keep things in a neat, organized manner.

9. a - do things for my family and others.

   b - have the money to get whatever I want

10. a - have things neat, orderly, and organized.

    b - achieve a certain level of accomplishment.

11. a - have influence with people.

    b - be able to buy whatever I choose.

12. a - help others.

    b - have everything in its place.

13. a - have influence with people.

    b - do things well.

14. a - do things for my family and others.

    b - do what I like to do.

15. a - do whatever I can to help my friends and family.

    b - have a secure future.

16. a - have as much freedom as possible to do the things I want to do.

    b - do well in the things I like.

17. a - have influence with people.

    b - have people think well of me.

18. a - have friends.

    b - create an atmosphere for satisfying family living.

19. a - have as much freedom as possible to do the things I want to do.

    b - do things well.

20. a - have people think well of me.

    b - have whatever material goods I want.

21. a - do new and different things often.

    b - feel proud of something I did well.

22. a - be reasonably sure about the future for myself.

    b - have things neat, orderly, and organized.

23. a - have people regard me highly.

    b - create an atmosphere for satisfying family living.

24. a - have as much freedom as possible to do the things I want.
    b - do new and different things often.

25. a - do new and different things often.
    b - know that things are orderly and in place.

26. a - have security for myself and my family.
    b - have as much freedom as possible to do the things I want to do.

27. a - have people think well of me.
    b - do new and different things often.

28. a - be free to do whatever I feel like doing.
    b - have friends.

29. a - have things neat, orderly, and organized.
    b - have as many good things as possible.

30. a - have my say influence others.
    b - do things for others.

31. a - arrange things to go cheerfully and smoothly at home.
    b - have a feeling of accomplishment.

32. a - create an atmosphere for satisfying family living.
    b - have whatever material pleasures life has to offer.

33. a - help others out when I can.
    b - be with my friends as much as possible.

34. a - do what I think is the right thing to do.
    b - have as many good things as possible.

35. a - be reasonably sure about the future for myself and my family.
    b - have some power to change others' actions, feelings and opinions.

36. a - do what is right according to my beliefs.
    b - have things neat, orderly, and organized.

37. a - experience new and challenging things often.
    b - have friends.

38. a - help others.
    b - make lots of money.

39. a - have influence with people.
    b - be unrestricted and free to do what I choose.

40. a - do things for others.
    b - arrange for a family atmosphere that makes for satisfying family living.

41. a - have influence with people.
    b - stand up for what I think is right.

42. a - be reasonably sure about the future for myself and my family.
    b - have a happy family unit.

43. a - have as much freedom as possible to do the things I want to do.
    b - have things neat, orderly, and organized.

44. a - have friends.
    b - do what is right according to my beliefs.

45. a - have security for myself.
    b - have as many good things as possible.

46. a - know that others have a high opinion of me.
    b - have things neat and in order the way they should be.

47. a - have people appreciate my thoughts and ideas.
    b - have many friends.

48. a - have people think well of me.
    b - do things for my family and others.

49. a - have an effect on the thoughts and beliefs of others.
    b - do new and different things often.

50. a - have influence with people.
    b - have a secure future.

51. a - change my surroundings and activities often.
    b - do what is right according to my beliefs.

52. a - be reasonably sure about the future for myself.
    b - do new and different things often.

Taking Stock of Your Values

B - Adding Up

Directions: Go back to pages 61-64. Next to each phrase circled, select and write a word from the list below that best represents the phrase. Then add the number of times each word is repeated and place the sum next to the word.

SECURITY	_____
POWER	_____
PRESTIGE OR FAME	_____
HELPFULNESS	_____
FREEDOM	_____
ADVENTURE	_____
FRIENDSHIP	_____
FAMILY LIFE	_____
RELIGION	_____
ORDERLINESS	_____
WEALTH	_____
PERFECTION	_____

C - Sharing

Often we value certain things without being completely aware of the fact. In small groups of three to five people, discuss your values tally sheet on this page. Share the results:

1. Which came out highest?
2. Which came out lowest?
3. Were you surprised at the strength of weakness of some values you hold?
4. Do you agree with the results and why?
5. Do you believe you have other areas in your value system that are not covered by the above twelve categories? If so, discuss them with the group.

Putting Value On Your Values

True, you can't buy values. You acquire character traits through a lifetime of experience. For the sake of finding out how much certain values are worth to you, however, pretend you have been given $1,000 to spend collecting values from the list below.

As you examine each value, you will find that some of these choices are worth very little to you while others are crucial to your idea of happiness and well-being.

Invest the $1,000 carefully from the following list of values that you are buying. Place the amount you are willing to spend in the column to the left of the value to be purchased.

AMOUNT

_____ 1. To have a perfect marriage.

_____ 2. To earn unlimited wealth.

_____ 3. To become a famous person (political figure, Hollywood star, football hero).

_____ 4. To be very attractive to the opposite sex.

_____ 5. To discover a vaccine to cure cancer.

_____ 6. To be in charge of a very wealthy charity, and make choices as to who gets money.

_____ 7. To live more than 100 years without illness.

_____ 8. To be able to retire at 35.

_____ 9. To be so wise that people would come to you for advice.

_____ 10. To care for the sick and the needy.

_____ 11. To possess the power to change people's feelings about themselves and others.

_____ 12. To have power to make all people more tolerant of the differences in others.

_____ 13. To be able to read people's minds.

REMEMBER, THE BEST VALUES IN LIFE ARE PRICELESS.

Values Versus Dilemmas

Putting one value above another when you are in a predicament with two alternatives reveals your true nature. Suppose, for example, your favorite music group is giving a concert during a school night. Your father has promised to lend you the money to attend if your homework is finished by 7:00. At 6:00, your younger brother comes home very upset and asks to talk to you. You want to help your brother, but you know that if you spend any time with him, you will be late for the concert. You have the following options:

1. You can help your brother and miss some of the concert.
2. You don't help your brother and leave for the concert on time.

Undoubtedly, neither option is going to make you happy. This is a DILEMMA!

Webster's Dictionary defines "dilemma" as a "situation requiring a choice between two equally undesirable alternatives, each of which is indicated to have unfavorable circumstances for the person who must choose." Nevertheless, the choice must be made. Practice placing yourself "in the shoes" of other people who have found themselves involved in dilemmas.

Read the dilemmas which follow in the next few pages carefully to find out what your values might be if they were tested, so that you become adept at making difficult choices.

WHAT WOULD YOU DO IF. . . .?

What Would You Do If ...?

1. TO TELL THE TRUTH

Josie is 16 and has just gotten her driver's license. She, along with a co-worker named Jill, has been asked by her boss to deliver a package. On the way, the girls were so busy talking and laughing that Josie went through a red light and hit a woman who was crossing the street. The woman was badly injured. Josie was so scared that when the police arrived on the scene, she made up a story about another car having forced her through the red light.

Now Josie is charged with reckless driving. Jill knows that she will have to testify in court when the case comes to trial. There are no other witnesses.

Jill's dilemma is whether to tell the truth in court and risk Josie's getting a record, or lie to protect her friend. As you see it, what are the possible consequences of either action?

The truth: _____

_____

_____

The lie: _____

_____

_____

How would you act? _____

_____

_____

What Would You Do If ...?

2. BREAKING RULES

As the varsity basketball coach of the Warren County Public High School, Gordon Roark has a well-deserved reputation as a builder of character. He is respected by practically everyone who knows him. His players view the rules that he sets for the team as strict but realistic. At the beginning of the season, for example, all of the players on his team agreed that it was good to have a 10:30 curfew the night before any game, and that a one-game suspension would result if any player broke curfew. This has occurred once this season and twice last season.

Mr. Roark is also credited with having a number of college contacts that he has developed over the years. He is usually able to help the players gain admission to college, many with scholarships.

Ken Wilson has played on Mr. Roark's team for three years. He has always abided by the rules of the team, and has worked very hard to improve his skills. Mr. Roark has been trying to arrange for a college coach to come and look at Ken play, in the hope that a scholarship would result. Coming from a family with very little money, Ken realizes that a scholarship is the only possible way that he will be able to go to college. Mr. Roark has been able to interest only one coach in Ken. The coach has rearranged a very busy schedule to come and watch Ken play on Saturday night.

On Saturday, Coach Roark's daughter tells him that she was at a party Friday night that Ken also attended. The party, she says, did not end until one o'clock. Mr. Roark calls Ken at home and asks if this is true. Ken says yes.

The game that night is scheduled for 8:00. Mr. Roark asks Ken to come to his house at 5:30 to discuss his breaking of the training rules.

Mr. Roark's dilemma is this:

A. If he allows Ken to play, he will have to explain to the team why the rules are good for some but not for others. This is against all of his principles. He feels strongly that rules are good only when enforced consistently.

B. On the other hand, if he suspends Ken, there is practically no chance that this or any other college coach will be able to see him play again, since there are only two games remaining in the season. A suspension would just about end any chance for a scholarship for Ken.

On another sheet of paper, describe your feelings about Mr. Roark's predicament and what you think are additional alternatives.

What Would You Do If ...?

3. SACRIFICE

According to state law, local school districts cannot receive state funds without providing equal opportunities for girls to participate in athletics. School districts must show that they are using funds to include girls on their athletic teams. This rule created a problem at Larimer High School.

During tryouts, Margie Connors did extremely well in the 440-yard dash, even though several of the boys ran faster. The coach told Margie that she had made the team and would run in the mile relay. Usually, four boys ran this important relay race, but the team agreed that this time Margie would run in every other race. During the season, when only the boys ran, the team went undefeated, winning five relay races. When Margie ran, the team won-two, lost-two.

May 15th was the big day. Seven teams would compete for the county championship. Larimer High School had a chance to win the county championship for the third straight year. As the meet progressed, it appeared that the mile relay could determine the championship. Margie knew that it was her turn to run on the relay team, and she began doing some warm-up exercises in preparation for the race.

The day before the county championship, the boy members of the team discussed the fact that the championship hinged on the last relay. They knew they could win the mile relay if the all-boy team ran. They decided they would ask Margie to withdraw voluntarily. With only two events to go, Larimer was one point from first place.

The boys decided to go ahead with their plan. They approached Margie while she was doing her warm-up exercises. They asked Margie to fake a pulled muscle and tell the coach that she could not run in the relay. The boys explained to Margie that Larimer High could win another championship. They wanted Margie to agree that the chances for a win would be better with all boys in the relay. Margie didn't know what to do.

Put yourself in Margie's shoes and run with it.

A. On another sheet of paper, describe what it would be like to be Margie in this situation and how you would react.

B. Do you think that your school provides equal opportunities in athletics to all students? How do you feel about this issue?

What Would You Do If ...?

4. CONFRONTATION

A high school football coach witnesses one of his football players passing a very small plastic bag containing white powder to another player in the locker room. The two players did not know they had been seen. The words of a student who had not made the football squad immediately came to the coach's mind: "Coach, you would be surprised to know who is on drugs in this school." The coach had dismissed that comment, but now wonders if there some truth in what the boy said.

The boy passing the envelope is the star quarterback, and the one receiving the bag is the fullback and captain of the team. The championship game is to be played in one week. The whole town and school is excited about the upcoming football game. The hopes of the team's winning rest squarely on the quarterback and the fullback. Without them, there is no chance of gaining the championship.

There is a rule at the school that anyone caught using, selling, or possessing any form of illegal drugs will be suspended. The coach has always gone by the rules and has encouraged his players to follow his example.

A. What should the coach do? Should he report the incident?

B. Should he confront the boys and find out what they were passing?

C. Should he ignore the incident with the knowledge that he will be protecting the championship.

How would you solve this dilemma if you were the coach? Write your answers on another sheet of paper.

What Would You Do If ...?

5. CONFLICTING VIEWS

David and Renee have been married for over two years and have an 18-month old baby boy. David works 12 hours a day as a garage mechanic. He doesn't make very much money. In fact, David makes just about enough to pay the rent on their small three-room apartment, buy the groceries, and put enough gas in his old, battered Chevvy to get him to work and back. There is never any money left at the end of the month for a dinner out, a movie, or to put a little money aside in case of emergency.

David and Renee were married after high school and she was pregnant at the time of their marriage. Renee has never worked at any type of job and has limited skills. She would like to find a job to buy new furniture for the apartment. Renee has even found a woman down the street who would take care of the baby while she is at work.

David says, "Absolutely not." While he recognizes his own limited earning potential and hates to see his family have so little, he firmly believes that Renee should remain at home to raise their child. He argues that since he never knew his real mother or father and spent most of his childhood and adolescent years being pushed from one foster home to another, he wants his son to grow up having his mother close by him.

First pretend to be David and then Renee, so you can see both sides as you answer the following questions on another sheet of paper:

A. Do you think David is doing the right thing? Why?

B. How will his decision affect his relationship with his wife?

C. Do you think David would feel differently if Renee had special skills and could earn a lot of money?

D. Do you think it is important for a mother to remain at home with a baby?

VALUES UNCOVERED BY DILEMMAS

Directions: List below one word to describe the value you discovered about yourself from identifying with the dilemmas in each story.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

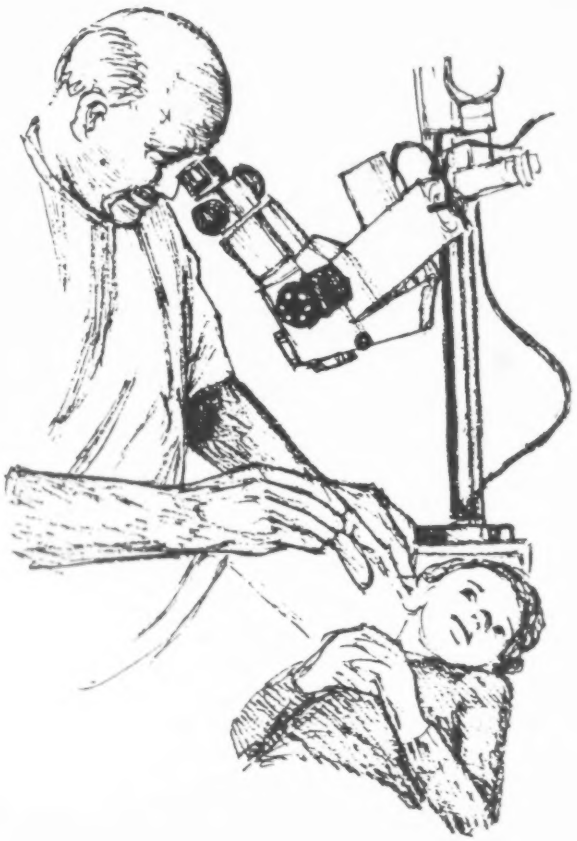
My Dilemma

Can you think of a dilemma that occurred in your own life? Write one paragraph explaining your dilemma. In a second paragraph, describe your options. In a third paragraph, tell how you solved your dilemma, why you chose the alternative you did, and what values you discovered in yourself.

A DILEMMA OF MY OWN

Values in the World of Work

The world of work is not as mysterious as you might think. Most of the values you have learned at home, school, and play will still apply, but may have to be adapted. The following exercises have been designed to show how your values relate to your career.



The Value of Work

You have ideas and feelings about what you want from work. This exercise will help you become aware of how to satisfy those objectives. Read all 12 reasons to work before indicating your three choices and then list the professions which best fulfill those values.

I WANT TO WORK TO:	In this column put an X next to three statements that best express the way you feel.	In this column write the name of a profession which you think meets each need.
1. Make money		
2. Become famous		
3. Feel worthy		
4. Have power over others		
5. Learn something new		
6. Help others		
7. Develop a particular skill		
8. Fulfill a particular interest (artistic, literary, etc.)		
9. Make a contribution to society		
10. Meet new people		
11. Have freedom on the job		
12. Have new adventures		

Describe how you imagine the careers you selected will be the answer to each of the values in your choices.

Values in Dollars

A. The World of Work

Directions: Suppose you had the power to set salaries in your community. Give the people listed below a salary according to what you think they deserve. Put this in the column marked, "Your Value Judgment."

OCCUPATION	YOUR VALUE JUDGMENT	ACTUAL SALARY
1. Bus driver		
2. Manager, supermarket		
3. Police officer		
4. Letter carrier		
5. Firefighter		
6. Electrician		
7. Medical doctor		
8. TV repairman		
9. Salesclerk		
10. Plumber		
11. Minister/Rabbi		
12. Sanitation worker		
13. File clerk		
14. School teacher		
15. Flight attendant		

Finding the facts:

Refer to the OOH (Occupational Outlook Handbook) in your school library for current salary range information for the occupations on the list. Use the space to the right of each profession to write in the actual salary range you find.

More Values in Dollars

B. Fair Play

Look carefully at your highest paid jobs on the "Values in Dollars" page. Choose two of the highest and write a few sentences for each explaining why you think the job or service does or does not deserve that high a salary.

1. _____

_____

_____

2. _____

_____

_____

Choose two of the lowest and do the same.

1. _____

_____

_____

2. _____

_____

_____

How do you think this reflects your values?

C. Testing Values

Divide into groups. Discuss ratings and try to come up with a common rating sheet. Choose a spokesperson to present the group's rating to the class and the group's arguments.

Discuss how you behaved in the group. How did the leader get chosen? How did you defend your views? Did you listen well to others' views? Did you make an effort to support their points of view? What did you find out about your value system in relation to job situations?

Jobs I'd Rather Have

Directions: On each line, place a check next to your job choice. Explain briefly the reason for your preference, using the answer to #1 as a model.

1. Operate a telephone switchboard___ Drive a tractor___
   because I enjoy talking to people.
2. Take care of animals___ Take care of people___
   because _____
3. Be a lawyer___ Be a computer technician___
   because _____
4. Figure the expenses of business___ Work digging up old civilizations___
   because _____
5. Fix a TV set___ Perform on TV___
   because _____
6. Write news stories___ Set type for a newspaper___
   because _____
7. Play in a band___ Publicize the band___
   because _____
8. Be a car mechanic___ Be a car salesperson___
   because _____
9. Work as a cashier___ Drive a cab___
   because _____
10. Be a professional athlete___ Be a coach___
    because _____
11. Be a doctor___ Write books___
    because _____
12. Be a sailor___ Be a playground director___
    because _____
13. Be a firefighter___ Manage a store___
    because _____
14. Be a detective___ Design clothes___
    because _____

List the five jobs that appeal to you most from the preceeding exercise.

1. _____
2. _____
3. _____
4. _____
5. _____

Do the jobs that appealed to you the most have a single value in common? If so, what and why?

_____

_____

_____

_____

Review your reactions to the thirty jobs in this exercise and explain what you found out about your values as a result.

_____

_____

_____

_____

_____

_____

What's Your Line?

Every career has different factors that make it unique. Until now you have been concerned with how values can be satisfied. To discover whether you can define a job by knowing some of its requirements, play this game.

DIRECTIONS: Divide into groups. One member stands before the group with a specific job in mind. Everyone in turn asks questions about the nature of the job, which can be answered with a "yes" or "no" by the one standing. Once all have had a chance to ask their questions, each member must guess at the profession. The winner is the one who comes closest to making the connection between a job and its requirements.

Typical questions:

"Is this an indoor job?"

"Do you serve others?"

"Do you work standing up?"

The Values Of Workers

DIRECTIONS: Interview two adult workers using the following questions. Ask them to expand on their answers. Take notes of the responses and report to the class. The class should discuss what they realistically expect from work as a result of your interviews.

1. Why do you work? (If money is the only response, ask for others)
   First: _____
   Second: _____

2. Why did you select your occupation?
   First: _____
   Second: _____

3. What advancement opportunities do you see in the future in your job?
   First: _____
   Second: _____

4. Does your occupation provide you with satisfaction?
   First: _____
   Second: _____

5. What do you do in your leisure time? Does your occupation affect your choice of leisure activities in any way?
   First: _____
   Second: _____

6. What advice would you offer an 18-year old who has to make a career choice?
   First: _____
   Second: _____

7. Write one more question that you as the interviewer think is important and include it in your interviews.

   _____

   First: _____
   Second: _____

What do the answers you received tell you? Write your answer below.

_____

_____

_____

The Connection With Work

A. Purpose

This activity will help you become more aware of the connection between personal values and job choices. Next to each value below, list an occupation which might be chosen by people for whom this value is most important.

fame_____

security_____

self-knowledge_____

leadership_____

power_____

popularity_____

good health_____

excitement_____

long life_____

adventure_____

love of mankind_____

achievement_____

freedom from tension_____

service to others_____

appreciation_____

money_____

concern for others_____

owning a big car_____

possessing a college degree_____

B. Reverse

Using the "connection" exercise above, create a reverse situation in which a person's values are not in harmony with his/her job selection. Describe the situation and the outcome below.

_____

_____

_____

_____

_____

_____

_____

Taking Inventory

Values are treasured beliefs that can last forever or alter with time. To see how this can happen and to be prepared for the future, fill in the TIME LINE below. Write values important to you at each stage indicated. You will have a record of expected changes in you at different periods in your life.

YOUR PAST:

What were the three most important values to you when you were:

In Elementary School	In Junior-High	Now
1._____	1._____	1._____
2._____	2._____	2._____
3._____	3._____	3._____

YOUR FUTURE:

In the space below name the values you think will become most important to you in your future and explain why.

1._____

2._____

3._____

QUESTIONS TO TALK ABOUT:

1. Are there any values in your life that have continued to be important through the years? Name them. Why do you think that is so?

_____

_____

2. What values have changed for you? Name them. Explain why you think they have changed.

_____

_____

Summary of Values

Now is a good time to stop and take stock of what you have learned about values. Everyone has a value system and usually behaves according to what is valued. Being conscious of those values is important, whether you want to change them or not.

Directions: In one or two paragraphs (50-100 words) describe what you have found out about your own values, dealing with other people's values, and how being aware of values can help in your career.

Personal Contract

In accordance with the exercises I have done in this chapter, I am willing to state that the following values are most important to me.

1. _____

2. _____

3. _____

These values are: (Check the one (s) that apply to you)

( ) Chosen freely

( ) Chosen from alternatives

( ) Chosen with consideration of possible consequences.

( ) Chosen for lack of having a better answer.

I understand that it is my responsibility to make these values known to the public by my actions. One value I hereby promise to act upon is_____. I will express this value by doing the following:

_____

_____

_____

I also understand that these values are of no value unless shared with another individual. This individual, _____, will attest to the fact that I have discussed my values with him/her, and act as a witness to this statement.

_____
Date

_____
Signature of Student

_____
Signature of Teacher

_____
Signature of Witness

Your Personal Vocabulary List

The Word	The Definition	A Sentence Using The Word

Values : Summary Questions

Directions: On a separate sheet of paper, answer the following questions

1. How would you define a value?

2. Identify one American value: _____

   Do you think that the values of American people differ from those of people in other countries?

3. Give an example that shows how a value of yours is used in your daily life.

4. Select five words from the list below. Define each of your choices and use it in a sentence that makes the meaning clear.

assertiveness	practicality
cooperativeness	prestige
courteousness	promptness
dependability	recognition
intelligence	self-reliance

5. From the above list of values, select the one most important to you and explain why.

6. Give one example of how you would change any of your activities to make better use of your time.

7. How would you deal with a person who has a different value system from yours?

_____

_____

_____

8. Give two examples of how your values are shown by the way you act in school and would be revealed on the job.

_____

_____

_____

_____

9. Explain which dilemma exercise meant the most to you.

_____

10. How do you expect your values to change as you grow older?

_____

_____

11. Describe which values you think are most important in making a career choice.

_____

_____

_____

BIBLIOGRAPHY

Selected Reading List

Ask your librarian how you can receive these free materials:

Gale, Barry and Linda. The National Career Directory. Over 2000 references to free and inexpensive materials.

Goodman, Leonard. Current Career and Occupational Literature. Arranged by career, this bibliography lists free or inexpensive materials available from corporations, government agencies, and professional organizations.

U.S. Department of Labor. Occupational Handbook. Annual. Following each article, there is a listing of addresses to which you can write for more information.

Selected free publications from the U.S. Department of Labor:

Jobs for Which You Can Train Through Apprenticeship.

Jobs for Which You Can Qualify if You Are Not a High School Graduate.

Jobs for Which You can Qualify if You're a High School Graduate.

Jobs for Which a High School Education is Preferred but not Essential.

A-V for free:

The Occupational and Career Education Resource Centers have many films and multi-media kits available for circulation at no cost.

Brooklyn Center: 347 Baltic St., 11201, Tele: 625-5519, 21
Bronx Center: 1021 E. 178th St., 10460, Tele: 328-1330
Queens Center: 138-11 35th Ave., Flushing, 11354, Tele: 359-3120,1,2

Job-related biographies:

Albrecht, Mary Ellen. The Making of a Woman Cop.

Anderson, Peggy. Nurse.

Cameron, Betsy. Lisanne: a Young Model.

Haskins, Jim. James Van Derzee: The Picture Takin' Man.

LeFlore, Ron. Breakout: from Prison to the Big Leagues.

Lose, Phyllis. No Job for a Lady.

Parker, Willie. Halt! I'm a Federal Game Warden.

Pileggi, Nicholas. Blye, Private Eye.

Smith, Dennis. Report from Engine Company 82.

Walker, Thomas. Fort Apache

BASIC SELECTED REFERENCE SOURCES

Occupational Outlook Handbook. Bureau of Labor and Statistics, United States Department of Labor, 1970. Contains descriptions of more than 780 careers.

Dictionary of Occupational Titles. Volume I, Definition of Titles, 3rd edition. United States Department of Labor, Employment Service, Superintendent of Documents, 1965.

Hopke, William E. Encyclopedia of Careers and Vocational Guidance. Vol. I: Planning Your Career; Vol. II: Career and Opportunities. Fergusen Peabody Company, 1967.

Lovejoy, Clarence E. Career and Vocational School Guide. Fourth Edition, Simon & Schuster, 1973. A source book, clue book, and directory of institutions; training for job opportunities.

SELECTION TOOLS: BIOGRAPHY AND FICTION

Nicholson, Margaret E. People in Books: a Selective Guide to Biographical Literature Arranged by Vocations and Other Fields of Reader Interest. H.W. Wilson, 1969. 498 pp. $12.00. 950 University Ave., Bronx, N.Y. 10452.

Haebich, Kathryn (Corp.). Vocations in Biography and Fiction: an annotated list of books for young people including easy-reading titles. Chicago, 9L9, 1962. 77 pp. $1.75. 50 East Huron St., Chicago, IL 60611

REFERENCE BOOKS: POETRY

Granger's Index to Poetry (use poetry books in library, find poems which deal with work, the worker, or success and analyze the poems to identify the attitudes toward them).

Poems students can read and discuss which treat occupations include:

"A Civil Servant" by Robert Graves

"Dolor" by Theodore Roethke (office worker)

"Leaves of Grass" by Walt Whitman

"Night Shift" by Sylvia Plath (factory workers)

"The Gresford Disaster" (anonymous) - (miners)

"What Is He?" by D.H. Lawrence (cabinet maker)

"Buyers and Sellers" by Carl Sandburg (laborers)

"A Politician Is an Arse Upon" by e. e. cummings

"Jazz Fantasies" by Carl Sandburg (jazz musician)

"I, Too, Sing America" by Langston Hughes (laborers)

"Alberta K" - poem series by Langston Hughes

MAGAZINES

Career World: the beginning guide to career and self-awareness. Curriculum Innovation, Inc., monthly.

Real World: a look at life and work. King Features, 9 issues per year. A colorful, tabloid-size newspaper.

Getting it Together—my Job Campaign. Open Doors, 200 Madison Ave., New York, N.Y. 10016; (212) 516-2086.

NOVELS - Careers in Fiction

Anderson, Sherwood. The Egg. A small restaurant owner.

Butterworth, W.E. The Narc. A young police officer.

Bethancourt, T. Ernesto. Dr. Tom Superstar. The death of a rock superstar.

Bova, Ben. Kinsman. An astronaut.

Bradbury, Bianca. Mised-Up Summer. A nursing career.

Elfman, Blossom. The Butterfly Girl. A sympathetic social worker.

Hallman, Ruth. Midnight Wheels. Female car mechanic.

Keyes, Daniels. Flowers for Algernon. Doctors, nurses.

Le Guin, Ursala K. Very Far Away from Anywhere Else. Music and science.

Lipsyte, Robert. The Contender. A professional boxer.

Naylor, Phyllis Reynolds. Wrestle the Mountain. Professional artist.

Thurber, James. The Secret Life of Walter Mitty. Variety of jobs described.

Sindel, Paul. I Never Loved Your Mind. Teenagers working in a hospital.

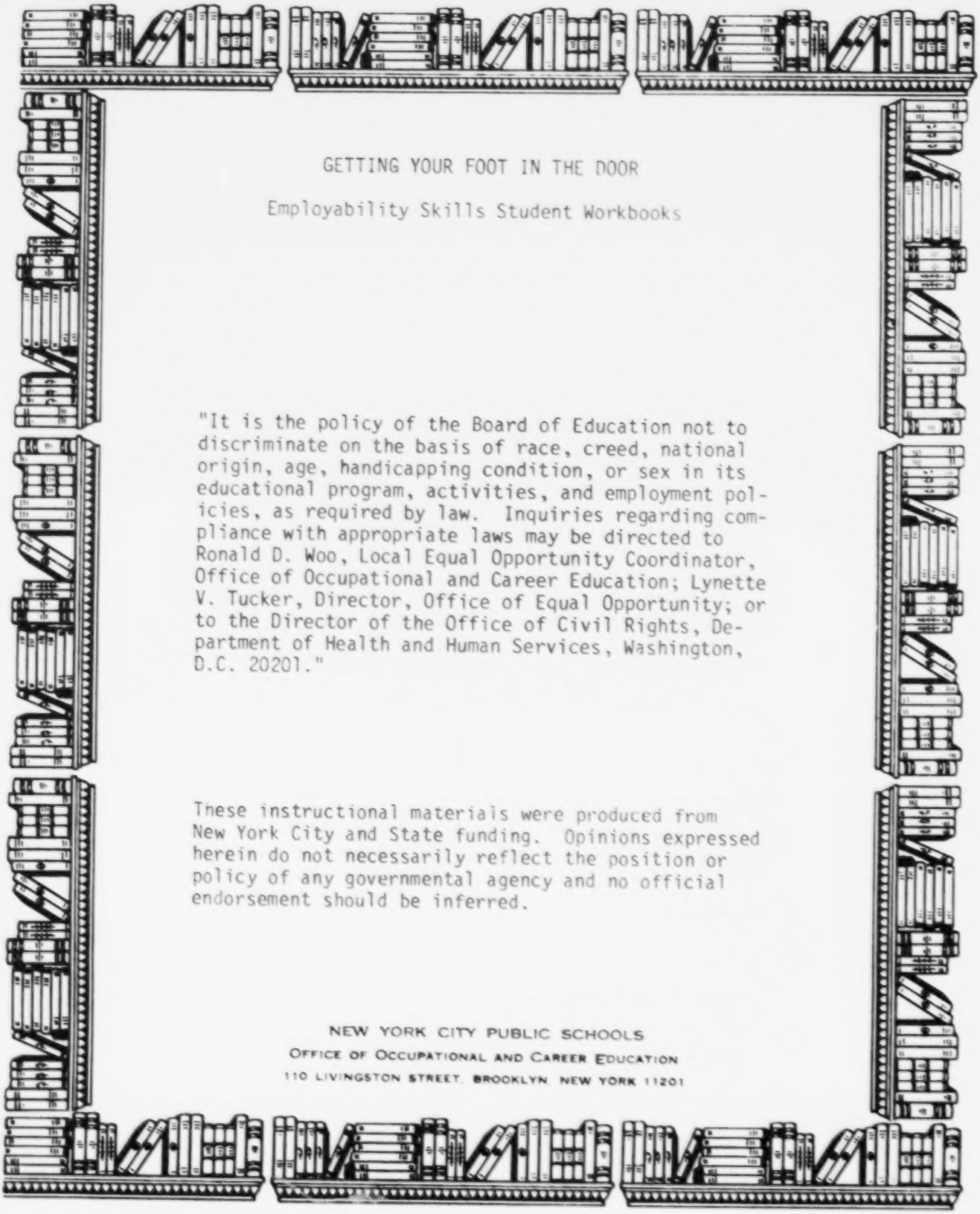
NEW TITLES

Wolfe, Tom. The Right Stuff.

Mitchell, Joyce Slayton. Be a Mother and More: Career and Life Planning.

Mitchell, Joyce Slayton. I Can Be Anything—Careers and Colleges for Young Women.

The Men's Career Book: Work and Life Planning for a New Age.



GETTING YOUR FOOT IN THE DOOR

Employability Skills Student Workbooks

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